Our school at a glance

Students
We are a small school with approximately 161 students, seventy six percent of whom come from non-English speaking backgrounds. Students form positive relationships and demonstrate respect for self, others and the school.

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

Significant programs and initiatives
Our school’s focus on literacy, numeracy and technology, as well as community engagement, is supported by our involvement in the Priority Schools Program. This year we have been involved in Focus on Reading and community involvement programs.

Messages

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. We foster an atmosphere of respect for self, others and the school. 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 uses collegial practices and works collaboratively to support students in meeting high expectations. The school provides outstanding learning and play facilities.

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 2012.

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 Cheryl Butler

P & C and/or School Council message
As president of the P&C I would like to thank all Executives and members for their help in the past year. Even though our P&C is only a small group of people, we were able to provide the students and school with the things they needed. Thank you also to Ms Butler who supported us throughout the year.

This year the P&C donated funds towards the Year 6 Social, Kinder Farm and the usual Easter Bunny and Santa costumes and books for Presentation Day. We also purchased a portable sound system and a new sound system for the hall. I look forward to another successful year in 2013.

K. Shephard (P&C 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 has met at regular intervals each term and has achieved some of the things suggested at meetings.

This year the SRC held fundraising activities for the Salvation Army and Stewart House. We also acted on some student suggestions such as holding a Talent Quest and reorganizing sports equipment. We would like to thank Mrs McNeill for leading the SRC during the year.

Hiba Chebbani, SRC Representative
**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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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>
</tr>
<tr>
<td>Female</td>
<td>105</td>
<td>102</td>
<td>99</td>
<td>97</td>
<td>85</td>
<td>80</td>
</tr>
</tbody>
</table>

**Student enrolment profile**

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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></td>
</tr>
<tr>
<td>1</td>
<td>90.6</td>
<td>94.7</td>
<td>95.2</td>
<td>93.1</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></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>95.4</td>
<td>95.8</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.6</td>
<td>96.8</td>
<td>95.3</td>
<td>94.0</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></td>
</tr>
<tr>
<td>6</td>
<td>94.5</td>
<td>94.0</td>
<td>94.9</td>
<td>94.0</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>
</tr>
</tbody>
</table>

**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.

**Staff information**

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

<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>5</td>
</tr>
<tr>
<td>Support Teacher Learning Support</td>
<td>0.9</td>
</tr>
<tr>
<td>Other Support Teachers</td>
<td>0.594</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.972</td>
</tr>
<tr>
<td>Total</td>
<td>14.476</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One member of our staff identifies as being of indigenous heritage

**Staff retention**

Whilst most members of staff have remained at the school since their appointment or selection, two members of staff will retire at the end of the current school year.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$94,096.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>$128,958.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$72,430.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$28,983.48</td>
</tr>
<tr>
<td>Interest</td>
<td>$3,880.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$6,516.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$334,769.70</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | $52,036.76 |
| Excursions                | $2,358.05  |
| Extracurricular dissections| $25,279.70 |
| Library                   | $2,568.05  |
| Training & development    | $720.00    |
| Tied funds                | $69,088.11 |
| Casual relief teachers    | $33,502.03 |
| Administration & office   | $27,634.03 |
| School-operated canteen   | $0.00      |
| Utilities                 | $31,986.18 |
| Maintenance               | $21,561.67 |
| Trust accounts            | $0.00      |
| Capital programs          | $0.00      |
| Total expenditure         | $272,871.65|
| Balance carried forward    | $61,994.77 |

A full copy of the school’s 2012 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.

Student achievement in 2012

Ongoing disruption to the staffing of the school has led to less than desired improvement in NAPLAN. This impacted on the consistent focus on school targets. NAPLAN literacy results indicate continued improvement in grammar and punctuation and spelling for Year 3 with boys demonstrating significant growth. Year 5 results indicate a decline from previous years.

In numeracy, results have been consistent over the past two years. Both Year 3 and Year

School performance 2012

Achievements

Arts

The school’s strong 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. This year a group of students identified as talented in drama to perform in the Sydney South West
Drama Festival. A primary choir of thirty students and two dance groups (K-2, and primary) were formed. The choir performed in the Combined Schools Music Festival and at various school performances. The primary dance group performed in the Combined Schools Music Festival, as well as at school for various special occasions. 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 tenth year in succession. Ms Butler was a drama tutor for the Regional Play Day program and successfully coordinated the Regional Stage Right Drama Camp. All classes continued to provide items for weekly K-6 assemblies and special occasions, like Education Week and International Day.

**Sport**

The school has continued to implement its own skill-based programs K-6, using its excellent sport resources and sport facilities. A gymnastics program was conducted in term three utilizing the local gymnasium.

The school entered two boys teams in the district touch football competition and one senior girls team in the district netball competition. Both touch football teams made the finals of the competition with the senior boys being premiers.

**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 these 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)

**Reading – NAPLAN Year 3**

Year 3 students demonstrated improvement in reading, with boys achieving significantly better results than girls.

**Numeracy – NAPLAN Year 3**

There has been improvement in numeracy, with stronger growth in data, measurement, space and geometry.
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.

**Minimum Standards data**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.3</td>
</tr>
<tr>
<td>Writing</td>
<td>96.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.9</td>
</tr>
</tbody>
</table>

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

**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 were established for all of these students. Aboriginal perspectives have continued to be incorporated into all learning programs. A whole school cultural program, coordinated by our Aboriginal staff member and our Aboriginal and Torres Strait Islander students, was implemented for NAIDOC and students...
enthusiastically participated in Belonging Day events through Panania Public School

Multicultural Education

Our diversity of cultures remains one of the strengths of our school. The school community participated in a One World – Respect celebration promoting respect for self, others and 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.

Respect and Responsibility

The school reviewed discipline and welfare strategies, resulting in a revised discipline policy that reflects the school community’s belief in respect and reflecting the expectations of the whole school community. Data shows improvements in student behaviour.

Other programs

Priority Schools Program

The Priority Schools Program (PSP) continued to provide extra teacher support in classes to assist in literacy teaching. The school continued its focus in reading. The PSP program also provided extra resources in literacy and numeracy, as well as providing training and development for staff in literacy and numeracy teaching.

Progress on 2012 targets

Target 1

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

Our achievements include:

- 89% of students demonstrating 10% overall improvement on school based tracking in reading.
- 89.3% of Year 3 students and 87.5% of Year 5 students achieving minimum standard or above in NAPLAN Reading.
- 92.9% of Year 3 students and 95.8% of Year 5 students achieving at or above minimum standard in NAPLAN Grammar and Punctuation.
- 28.6% of Year 3 students and 20.9% of Year 5 students achieving top two bands in NAPLAN Reading
- 32.2% of Year 3 students and 25% of Year 5 students achieving top two bands in NAPLAN Grammar and Punctuation.
- 50% of students achieving expected growth in NAPLAN numeracy
- 90% of students achieving 10% overall improvement rate in numeracy in school based tracking
- 14.2% of Year 3 students and 20.4% of Year 5 students achieving top two bands in NAPLAN numeracy.
Target 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*

Our achievements include:

- 100% of class programs reflect differentiation and all staff engaged in cooperative planning of higher order learning opportunities
- 96% of parent surveys indicate satisfaction that student learning needs are being met
- 78% of students using criteria to reflect on learning in some Key Learning Areas, whilst 67% are beginning to set their own learning goals
- Considerable improvement in students' ability to articulate their success in relation to their learning goals
- 10% reduction in school related behaviour incidents
- Anti-bullying policy developed, shared with school community and implemented
- 93.8% attendance rate (target was 96%)

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Reading and Student Welfare

**Reading**

The school has seen limited improvement in NAPLAN Reading over the past two years. As we have a mix of experienced and early career teachers an investigation of practice was necessary to identify areas for improvement.

**Findings and conclusions**

- Students have a variety of strategies to draw on when decoding texts
- Teachers have a sound understanding of how students learn to read although require further support in assessment practices in reading
- Feedback to students was limited and did not always reflect the purpose if the reading session
- Whilst students understood the relationship between reading and comprehension, students understanding at whole text level was limited
- There is a need for teachers to be more explicit in the purpose and expectations when planning reading
- Inferential comprehension and connecting text to text, self and world are areas for development

**Future directions**

- Engage in professional learning through Focus on Reading Program
- Further develop teacher understanding of use of Learning Intentions and Success Criteria as a means of deepening understanding
- Implement cooperative planning sessions to develop explicit reading programs including quality teaching elements of deep knowledge, substantive communication and making connections
- Further explore differentiation in reading
Student Welfare
The school has always had a strong student welfare ethos. Changes were made to the student welfare policy this year and it is timely to evaluate these changes to inform future directions.

Findings and Conclusions
- Programs are implemented, and district/regional support sought, to support students and staff
- Strengthened relationships with parents and carers to support students
- Proactive, positive welfare policy developed and implemented
- Changes in staffing over the year has led to some inconsistencies in practice
- Role of Learning Support Teacher and classroom teachers needs to be more fully defined when behaviour management is involved
- Inconsistency in understanding of processes and procedures
- Inconsistent implementation of social skills and resilience programs across school
- Teachers need to be aware of issues and programs being implemented to support individual students

Future Directions
- Review school Discipline Policy and procedures regularly
- Professional learning through Nonviolent Crisis Intervention
- Engage in online learning in behaviour management
- Implement consistent practice and monitoring systems in regard to student behaviour
- Review role of teachers in student welfare and ensure consistent practice across school community.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents expressed a high satisfaction rate with the school. Staff rated highly with both parents and students, with both groups also expressing great satisfaction with the school’s sense of community due in part to its size. Parents and students also identified the opportunities for parental involvement and community events as positive aspects of the school. Extra curricular activities such as gymnastics and dance also rated highly.

Professional Learning
The school engages in extensive professional learning. In 2012, two teachers participated in the Focus on Reading Facilitator course, and led the whole school staff in Focus on Reading Training. Two staff members engaged in Peer Coaching, and two staff members completed online training in Behaviour Management. All staff engaged in professional learning in student welfare, quality teaching (substantive communication, deep knowledge and making connections) and developing quality literacy programs. Staff development days included Quality Literacy Programs, Student Welfare, Focus on Reading, Quality Feedback and reviews of management plan targets and strategies. One new scheme teacher began working towards accreditation.

School Planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- 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

Strategies to achieve these targets include:

- tracking and NAPLAN to inform planning and programming

- Implement reading programs (including digital and multimodal texts) that make explicit the skills of comprehension, connectedness, higher order thinking and substantive communication

- Continue to engage in professional learning in the social purpose of language (grammar and punctuation) in all text types, including digital and multimodal

School priority 2

Outcome for 2012–2014

Improved numeracy outcomes for all students

2013 Targets to achieve this outcome include:

- 10% overall improvement rate in student achievement in number on yearly school based tracking data.

- 50% of students achieving expected growth in NAPLAN

- 90% of students achieving minimum standard or above in NAPLAN

- 40% of students achieving the highest two bands in NAPLAN

Strategies to achieve these targets include:

- Continue tracking against the ESR – twice a term, to inform planning and programming in numeracy.

- Staff analyse and use data including ESR and NAPLAN to inform planning and programming

- Initiate teacher mentor strategies that provide professional development in numeracy linking the explicit skills of comprehension in all types of texts, across all KLAs

- Continue to focus on connectedness, higher order thinking and substantive communication in learning programs

- Review and implement school based scope and sequence in numeracy incorporating the effective integration of technology
School priority 3

Outcome for 2012–2014

_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_

2013 Targets to achieve this outcome include:

- 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 rules related incidences
- 96% attendance rate achieved and measureable reduction in lateness

Strategies to achieve these targets include:

- observe classes to identify school practice to support student engagement
- develop planning strategies to ensure connectedness, higher order thinking and substantive communication are embedded into learning programs
- implement student welfare/discipline action plan and anti-bullying plan
- implement consistent practice and monitoring systems
- engage school, district and regional personnel
- proactive strategies implemented to improve attendance
- Integrate ICT authentically into learning programs

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.

Ms C. Butler R/Principal
Ms K. Roe Assistant Principal
Mrs M. Johnson Assistant Principal
Ms K. Shephard 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 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: