School context statement
We are a small school with approximately 173 students, seventy nine 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. The school has shown continued growth over the past year.

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. Community involvement programs are also a strong focus at Hannans Road Public School.

Principal’s Message
Hannans Road Public School is a dynamic, innovative learning environment that offers a broad, challenging curriculum to meet the needs of all students in a safe, inclusive learning environment. Through differentiated and innovative inquiry based learning students are encouraged to be inquisitive, independent learners. Student wellbeing is at the forefront of all we do and our underlying ethos of respect for self, others and the school makes our school a positive, engaging learning environment. Reading, student engagement and community involvement have been the major focus areas for the school throughout the last three years and our staff continue to work collaboratively with parents to support students in meeting high expectations. At Hannans Road Public School we value each individual and the diversity of our students and our school community.

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.

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
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>Year</th>
<th>2009</th>
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<td>94.7</td>
<td>94.8</td>
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</tbody>
</table>

Student attendance profile
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.
**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>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>5</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Other Support Staff</td>
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</tr>
<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
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<tr>
<td>Total</td>
<td>13.631</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently there are no teachers who identify 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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>-</td>
</tr>
</tbody>
</table>

All staff at Hannans Road Public School have a Degree or Teaching Diploma.

**Professional learning and teacher accreditation**

Professional learning is a valued and important means of maintaining 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 innovative learning. Five members of staff engaged in interschool visits, developing skills and understandings in innovative learning and learning spaces. Four members of staff engaged in professional learning in Self Organised Learning Environments (SOLE), presenting professional learning for staff both at the school and in 2015 for the region. Two members of staff engaged in technology coordinator days and two staff members trained in Taking Off With Numeracy (TOWN) and presented professional learning for staff through the train the trainer mode of professional learning. Through Staff Development Days staff led and engaged in professional learning in Child Protection, Anaphylaxis, the Literacy and Numeracy Continuums, SOLE, TOWN, integrating technology. In 2014 one early career teacher sought accreditation.

**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>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Canteen</td>
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<td>Total income</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2014 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 2014
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.

NAPLAN Year 3 - Literacy

76.5% of students achieved at or above national minimum standard in reading.

NAPLAN Year 3 - Numeracy

88.2% of students achieved at or above national minimum standard

NAPLAN Year 5 - Literacy

82.6% of students achieved at or above national minimum standard

NAPLAN Year 5 - Numeracy

73.9% of students achieved at or above national minimum standards.

In 2015 the school will engage with the Early Action for Success program, supporting teachers in developing and implementing strategies to support learners in achieving stage outcomes in literacy and numeracy.
Other achievements
Performing Arts

Drama

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 are selected for the drama ensemble and work together in play building activities. This group performs at school events and at Regional Drama Festivals.

In 2014 fifteen students formed the school’s drama ensemble. The students engaged in Play Day and were selected to perform at the Regional Drama Festival held at NIDA and at the State Drama Festival held at the Seymour Centre. Four students were also selected to participate in Stage Right Drama Workshops.

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

One student successfully auditioned to attend Campbelltown Performing Arts High School in 2015 as a drama student.

Music

A school choir of twenty five students from Years 2-6 was led successfully by Ms Pettitt. The choir performed at Combined Schools Music Festivals, local community events and school events and for patrons at local retirement centres. The choir also participated in a national choir event where they sang with local celebrities at Tumbarumba Park Darling Harbour.

Fifteen students participated in after school song writing workshops held by Ms Pettitt, learning how to compose music and lyrics.

One student successfully auditioned to attend Campbelltown Performing Arts High School as a music student in 2015.

Dance Groups

In 2014 the school once again had two dance groups. Mixed ability K-2 and a 3-6 dance groups were formed. 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 and the Combined Schools Music Festival.

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.

PSSA

The school fielded strong PSSA football teams and increasingly successful netball teams. Unfortunately due to weather constraints finals were not completed. Students from Years 3-6 participated, with two football teams coached by Mr Dulaurens and two netball teams coached by Mrs Smeets demonstrating strong skills and sportsmanship.

Fitness

The school fitness program was expanded to include Yoga and a Zumba dance program, with all classes K-6 engaged in the program for 20 minutes 3-5 days each week.

Gymnastics

Once again we engaged in gymnastics through the Morris lemma Centre. All classes K-6 participated and learned skills and developed fitness levels through this program. This program
promotes a healthy lifestyle and encourages students to take advantage of the activities offered by the YMCA.

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.

Sustainable Gardening
The school once again successfully applied for a council grant to further develop our gardening program. A gardening club was formed and all students K-6 were involved in planting and maintaining the garden. Through this program students created ‘Monet’s Garden’ a garden that reflected work students had studied and which was used during International Day as a café. The produce from the fresh food garden was used to support the school’s healthy eating strategy, including healthy snacks, lessons on nutrition and the value of fresh food, as well as how to create and maintain a garden. In 2015 the program will be extended to include the whole school community.

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 local community groups including the Lantern Club and PAYCE who have supported us with fundraising, resources and local media who have provided media coverage for specific events. Our students have performed at community events including Music Festivals, Community Festivals and Carols in the Park.

International Day
Our biennial International Day was a huge success with parents, staff and students. Parents were invited to share their traditional dishes with the school community and enjoy a journey through classrooms on their world tour. Our student and group performances reflected the theme of harmony and built on the ethos of respect that underpins everything we do at Hannans Road Public School.

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 2014 students from Year 2 to Year 4 participated in these lessons at Roselands pool. Trained instructors and Aus Swim trained classroom teachers attended.

Lantern Club
Through connections with the Lantern Club, the school received over $6000 worth of books to supplement the library. Students and staff had the opportunity to select the books and they have proved very popular in the library, encouraging students to become more enthusiastic about reading.

Significant programs and initiatives – Policy and equity funding

National Partnerships
The school participated in the final year of the National Partnership Program in 2014. The ongoing focus for Improving Literacy and Numeracy National Partnership (ILNNP) was reading. Resources provided by ILNNP were used to review classroom practice, engage in professional learning to build on the work done through Focus on Reading, investigate quality assessment practice and implement collaborative planning and programming to ensure quality teaching practice in reading.

Aboriginal education
Furthering our understanding of Aboriginal and Torres Strait Islander culture is fundamental to the programs in place at Hannans Road Public School. Acknowledgement of Country is featured at all school events, including weekly assemblies, and Aboriginal culture is embedded in all learning programs and special events. In 2014 two
members of staff attended an Aboriginal Education Conference are developing connection with District personnel to support the school in their understanding of the Aboriginal Education and Training Policy.

**Multicultural education and anti-racism**

The diversity of cultures within our school community remains one of our biggest strengths. Opportunities for parents to engage with the school were popular, including International Day, Harmony Day, Art Exhibition and our Family Fun Day. Parents had opportunities to join in class activities and share their stories. Anti-racism and anti-discrimination procedures were implemented, and students made aware of their rights and responsibilities in these areas. An Anti-Racism Officer was elected and trained and procedures shared with the whole school community. 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.

**Aboriginal background**

The school continues to build strong partnerships with the Aboriginal parents within the school. Teachers worked with parents to create, implement and review individualized learning plans for Aboriginal students to ensure all Aboriginal students meet or exceed expected outcomes. Funding was sought to support one Aboriginal student with significant learning needs and an SLSO engaged to support learning in the classroom. Two members of staff attended an Aboriginal Education Conference and are developing links with Network personnel to support the school in furthering understandings and knowledge of strategies to support and engage Aboriginal learners. One Aboriginal student held a student leadership role and three others were members of the Student Representative Council.

**Socio-economic background**

Student engagement is key to achieving learning outcomes. In 2014 staff engaged in professional learning and implemented inquiry based learning through project based learning, self-organized learning groups and genius hour to engage students and support higher order creative and critical thinking, collaboration and cooperation. Workshops are planned for parents in 2015 to develop understanding of these programs and their outcomes. An increase in the availability and variety of technology in classrooms supported students in accessing and making real world connections. Staff engaged in professional learning around assessment to identify and differentiate learning to meet individual needs and support students in setting learning goals. Seven students attended the Exodus reading program. The school accessed support for students through local groups such as Learning Links to aid families in supporting their children’s learning. Senior girls attended the Shine program, addressing the self-esteem issues of young girls and supporting families in building links with community groups. Through the school’s involvement with the local community centre parents were able to access the Triple P Parenting Program, with four families attending the program.

**English language proficiency**

In 2014 the school received four days EAL/D support each week. Programs were developed to support all EAL/D students, including new arrivals, in the mainstream classroom including strategies to support classroom teachers in developing students’ English language proficiency. EAL/D staff were part of the Learning Support Team and assisted staff through collaborative planning and assessment of students.

**Learning and Support**

Support was accessed for students with additional learning needs, including in class support, playground programs and individualized learning programs. A speech therapist was engaged to support students with specific needs, work with class teachers and provide strategies to support students. SLSO staff supported targeted students in the classroom through individualised learning programs. The Learning and Support Team worked with class teachers and parents to determine and implement programs to engage individual students and implement strategies to support individual learners in improving learning outcomes.
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:

- Review of current practice with staff and students
- Parent discussions, surveys, focus groups
- Student focus group discussions
- Staff review of management plan and targets in staff meetings

School planning 2012–2014:

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 70% exceed, expected improvement in reading based on whole school assessment tracking
- 90% 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 achievement of outcomes in 2014:

- 70% of students achieved expected growth in reading based on whole school assessment tracking
- 31.6% of students achieved expected growth in reading and 48.3% of students achieved expected growth in grammar and punctuation
- 76.5% of Year 3 and 82.6% of Year 5 students achieved at or above minimum standard in NAPLAN reading
- 82.4% of Year 3 and 77.3% of Year 5 achieved at or above minimum standard in NAPLAN grammar and punctuation
- 11.8% of Year 3 and 19% of Year 5 students achieved the top two bands in NAPLAN grammar and punctuation
- 5.9% of Year 3 students achieved the top two bands in NAPLAN reading

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
- Further professional learning in use of criteria for reflection, goal setting and assessment
- Ongoing review of practice and sharing of ideas/strategies at staff meetings
- Continued review of data to inform planning and programming and ongoing professional learning in use and understanding of Literacy Continuum
- 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.
- 60% of students achieving expected growth in NAPLAN
- 95% of students achieving minimum standard or above in NAPLAN
- 45% of students achieving the highest two bands in NAPLAN

Evidence of achievement of outcomes in 2014:

- School based assessment demonstrated a 10% overall achievement rate in numeracy
- 27.8% of students achieved expected growth in NAPLAN numeracy
82.9% of Year 3 and 77.2% of Year 5 students achieved minimum standard or above in NAPLAN numeracy
11.8% of Year 3 and 4.5% of Year 3 students achieved the highest two bands in 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 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 and further professional learning in use and understanding of Numeracy Continuum
- Professional learning in Australian Curriculum
- 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
- 100% 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

**Evidence of achievement of outcomes in 2014:**
- 89% of students nominate group work, use of technology and self organised or project based learning as preferred learning and engage in this type
- 87% of staff indicate they use criteria to reflect on reading whilst 48% of students indicate they use criteria to reflect on their reading
- 10% reduction in the number of school rules related incidences as reflected in school detention records
- 94.8% attendance rate

**Strategies to achieve these outcomes in 2014:**
- Share best teaching models through staff meetings
- Review quality teaching model with particular emphasis on higher order thinking, connectedness and substantive communication
- 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
Parent/caregiver, student, and teacher satisfaction

In 2014, 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, in particular the staff and facilities the school offered.

Students identified the range of extra-curricular activities available as highly satisfactory; parents also indicated this. Parents also identified the opportunities for involvement in the school, including special days, interviews and learning opportunities as positive aspects of the school.

Students indicated great satisfaction with the support offered to students in learning and behaviour although 2 students indicated the need for further opportunities for students who needed extension.

The gardening program rated highly with all stakeholders with a desire for the program to be further extended to the wider school community.

Most parents felt their child was supported in their learning at school and indicated individual support in class and speech therapy as positive aspects of the school.

Sport also rated highly with all stakeholders, particularly the fitness program and gymastics at the local YMCA.

Most staff indicated satisfaction with the direction of the school and felt supported in moving forward. Collaborative planning and professional learning were highly valued by all staff.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Through school evaluation processes the following strategic directions were determined

- Quality Teaching
  
  Promote a school culture where all members of the community value learning and themselves as learners, and are encouraged to share their knowledge and expertise

- Supportive Engaging Learning Environments
  
  To engage the whole school community through innovative learning experiences and leadership opportunities

- Collaborative Partnerships
  
  Encourage collaborative partnerships among and between the school and the broader community based on skills, expertise and interests.

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
Karen Roe         Assistant Principal
Jan McNeill       Learning Support Team

School contact information

Hannans Road Public School
Hannans Road Riverwood
Ph: 91538170
Fax: 9584 1420
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: