Our school at a glance

Students

Our aim at Hannam Vale Public School is to provide students with the necessary values, academic, cultural and social skills to participate confidently in a modern world.

Our enrolment at the end of 2008 was 15.

Staff

Our school consists of one teaching principal and a part-time teacher who is employed for a multitude of small group, library and support learning activities throughout the year.

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

Significant programs and initiatives

The school implemented a number of programs and initiatives in 2008 to provide extra support for students. These included:
1. Gymnastics program for all students during Term 1
2. Questacon Science Show for all students to support the Science and Technology curriculum
3. Crunch and Sip program to promote healthy foods/healthy children
4. Jump Rope for Heart
5. Installation of covered walkways linking all permanent buildings.

Student achievement in 2008

Messages

Principal's message

During 2008 the school continued to refine the school values which undertook a major review during 2007.

The school welcomed Ms Karen Adams as the school’s relieving principal for the year.

With the reduced student numbers there has been a need to employ a part time teacher who has successfully complemented the teaching and learning program throughout the year.

The parents and school community have been most supportive in ensuring that the school values are embedded in practice and the learning programs are fully implemented.

The relieving principal, Ms Karen Adams returned to her substantive position at Herons Creek Public School at the beginning of 2009.
P&C message

In 2008 we had 15 children.

In fundraising we held a Bunnings BBQ at Port Macquarie allowing us to provide some assistance for the kids for their major excursion.

We paid fifty dollars for each child to go on their major excursion to the Aussie Bush Camp at Karuah.

We held a mother’s day stall for the children to buy gifts for their mums.

A father’s day stall for the children to buy gifts for their dads was conducted.

We paid for the annual swimming bus at the end of the year.

We held the Australia Day BBQ raising profit for the P & C.

We had the canteen running two days a week with regular special days being held for the children.

We applied for and received the $1000 Woolworth’s grant which enabled the children to use for sporting equipment and healthy food days or healthy life sports.

We also had a major raffle drawn at Christmas time which all the P & C received donations from local shops, vouchers and the winner was drawn on the last day of Term 4.

A disco was held for the children at the end of the year.

We also sold sun safe products throughout the year.

During 2008, the P & C has supported the school financially by running the canteen for one day a week, participating in the BBQ fundraiser at Bunnings and organising special fundraising events to support the major school excursion for the children to the Great Aussie Bush Camp.

On behalf of the Hannam Vale P & C members we would like to thank the school staff and the Hannam Vale community for their on-going support throughout the year.

Jodie Isaac - P & C President

Student representative’s message

This year has been a great year and I have really enjoyed being the school’s leader for the year. Hannah has been assisted by Tanaya and Sam.

Throughout the year we have been able to achieve the following as an SRC:

- Assist the school in buying two new laptops.
- Encourage the whole school taking part in Jump Rope for Heart.
- Organise a special lunch in conjunction with the Jump Rope Day.
- Assist in the construction of the new playground equipment.
- Raise funds to assist the school in purchasing a new sound system for the school hall.
- Take an active part in Anzac Day celebrations.
- Plant approximately twenty new trees as part of National Tree Day.
- Raise funds for the new soccer equipment.

One of our greatest joys was to use the new climbing equipment for the first time.

Naomi Brown Year 5 student

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>19</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>12</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>95.1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.0</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</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>

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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes
Continuing on from 2007, one multigrade class (K-Y6) remained the class structure for most of the week, with the employment of an additional teacher providing small group and team teaching opportunities.

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
During 2008, Hannam Vale Public School staff included a teaching principal and a part time support teacher.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.100</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>1.436</td>
</tr>
</tbody>
</table>

Staff retention
At the beginning of 2008 Karen Adams was appointed as the relieving Principal for the whole of 2008.

Staff attendance
Staff members have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was not available.

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>
</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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>91 835.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>35 500.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7 152.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 298.94</td>
</tr>
<tr>
<td>Interest</td>
<td>4 153.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 300.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>150 241.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>5 512.13</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5 643.50</td>
</tr>
<tr>
<td>Excursions</td>
<td>6 784.77</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>437.30</td>
</tr>
<tr>
<td>Library</td>
<td>432.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10 060.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76 918.64</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3 472.90</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>1 599.03</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 870.63</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 727.55</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 599.03</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>119 460.18</td>
</tr>
</tbody>
</table>

Balance carried forward 30 761.32

A full copy of the school's 2008 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 2008

Achievements

Arts

During 2008, the whole school participated in a range of cultural activities. Some of our successful programs included:

Attendance at several drama performances.
Participation in the Camden Haven Community of Schools Music Festival in which students performed two individual singing items, as well as singing several songs in the massed choir.

Sport

Participation in a variety of sporting activities continued to be a priority in 2008 to enable students to develop both individual and team participation skills. Major sporting events and achievements were:

- Small schools’ Swimming Carnival
- Lansdowne District PSSA Swimming Carnival
- Manning PSSA Swimming Carnival
- Small Schools’ Cross Country Carnival
- Jump Rope For Heart
- Gala Soccer Day.

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).
Percentage of students in bands:

**Year 3 writing**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band</th>
<th>School average 2005 - 2007</th>
<th>LSG average 2008</th>
</tr>
</thead>
</table>

**Year 3 numeracy**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band</th>
<th>School average 2005 - 2007</th>
<th>LSG average 2008</th>
</tr>
</thead>
</table>

**Year 3 reading**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band</th>
<th>School average 2005 - 2007</th>
<th>LSG average 2008</th>
</tr>
</thead>
</table>

**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band</th>
<th>School average 2005 - 2007</th>
<th>LSG average 2008</th>
</tr>
</thead>
</table>

**Literacy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band</th>
<th>School average 2005 - 2007</th>
<th>LSG average 2008</th>
</tr>
</thead>
</table>
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>

Aboriginal education
There were no Aboriginal students enrolled at Hannam Vale Public School during 2008.

Aspects of Aboriginal education were an integral part of the Human Society and Its Environment (HSIE) Key Learning Area.

Multicultural education
All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice.

Respect and responsibility
Children in our school participate in a number of activities which promote our school and community core values including Respect and Responsibility.

Progress on 2008 targets

Target 1
To increase individual student performance by 10% in the aspects of measurement and data, space and working mathematically.

Our achievements include:

NAPLAN results were analysed on several occasions throughout the early part of the year which gave explicit examples for staff to reinforce as part of the numeracy teaching in the classroom.

There was a noticeable increase in the student’s engagement and ability to grasp and manipulate similar mathematical examples with increased success.

Staff accessed professional learning through the website foe Count Me In and Counting On which resulted in an increased use of these strategies within the daily teaching routine of all staff.

Mathematical resources were purchased to compliment the use of IT in numeracy as well as the specific areas identified in the target.

Target 2
To improve individual students in aspects of language so that all students can meet national benchmarks in 2008

Our achievements include:

NAPLAN results were analysed on several occasions throughout the early part of the year which gave explicit examples for staff to reinforce as part of the literacy teaching in the classroom.

Literacy resources and games were purchased to compliment the use of Information Technology (IT) in literacy as well as the specific areas identified in the target.

The increased emphasis on this area of English has given rise to students improving their language skills through the use of the computer and the increased audience for their published work.

The implementation of the North Coast Spelling Framework has been carried with expectations that further consolidation will happen in 2009 and beyond.

Target 3
To reduce by 20% the number of documented student behaviour incidents by building and developing the student management processes and procedures across the school.

Our achievements include:
The reduction in incidents of inappropriate behaviour has moved significantly towards the goal of a 20% reduction.

An 80% increase in the recognition of positive behaviour in students, being recognised by the awarding of merit cards and other incentives.

The continual acknowledgement of people’s cultural differences across all areas of school life.

Whole school attendance at neighbouring school hall for a visiting performance focusing on bullying.

**Key evaluations**

**Educational and management practice**

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 English and Teaching.

In accordance with the School Evaluation Strategic Plan 2006-2011, the area of Teaching was to be evaluated in 2008.

**Background**

Informal conversations, anecdotal comments and feedback from outside departmental personnel were used to give the school some direction with regards the various areas identified in teaching as found in the SchoolMap statements.

**Findings and conclusions**

Students are almost always provided with a relevant curriculum, where teaching programs are consistent with current departmental policy.

Teaching programs are almost always designed to respond to student’s interests, needs and abilities, where the teacher uses individual records of student achievement to select teaching and learning activities.

Assessment processes are participative, ongoing and provide information on student’s strengths and areas for further development.

**Future directions**

Further qualitative and quantitative participative, ongoing assessment and reporting will be provided through student led conferencing at the conclusion of each semester where students will centre their conference on student chosen work samples.

Students will increase their opportunities for a range of peer and self assessment activities.

The school will move towards the development of student reports using the Department’s School Based Student Reporting (SBSR) facility.

**Curriculum**

**English**

**Background**

In 2008 the area of English according to the School’s Evaluation Strategic Plan was the area for evaluation.

Informal conversations, anecdotal comments and feedback from outside departmental personnel were used to give the school some direction with regards the various areas identified in teaching as found in the SchoolMap statements.

**Findings and conclusions**

The current English Program implemented at the school meets the majority of the students in the school.

Areas where there was a consensus where improvement could be made were in the area of reading and extension activities in the area of Text Type writing.

**Future directions**

Further workshops be organised for teachers and parents to attend which focus on the various areas of writing as found in the NAPLAN writing assessments.

Reading material which has specific focus on the three levels of understanding here, hidden and in your head be purchased and explicitly implemented in the classroom.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Informal conversations, anecdotal comments and feedback from outside departmental personnel were used to give the school some direction with regards the parent student and teacher satisfaction about the school.

Most parents were pleased with the school; and would have liked to see the current relieving principal retain the teaching principal position substantively.

**Professional learning**

Staff participated in the following areas of professional development during 2008.

Quality Teaching
North Coast Spelling Framework
School development 2009 – 2011

In aligning to the school’s Evaluation Strategic Plan the areas for Curriculum evaluation will be HSIE (2009), Science and Technology (2010) and PDHPE (2011) and the areas for Educational and Management will be Learning (2009), Leadership (2010) and Culture (2011).

Targets for 2009

Target 1

All students achieve Stage Outcomes in Literacy

Strategies to achieve this target include:
- Analysis of individual student’s needs and provision of appropriate support.
- Differentiated Professional Learning Program.
- Implementing focussed literacy programs within the school.
- Participation in Small Schools’ Network to facilitate sharing of expertise and resources, with focus on student writing and improvement and authentic assessment.
- Participation in Best Start Assessment Program.
- Partnership between home and school to be strengthened.
- Integration of technology and Connected Classroom strategies into writing and numeracy initiatives.
- Structured connection between the “email buddy” program and writing/literacy strategies, particularly narrative.
- Ensuring monitoring and evaluation processes are in place and include community input.

Our success will be measured by:
- Individual learning goals established for each student.
- Classroom program and teaching practices demonstrate Quality Teaching elements.
- Assessment of teaching criteria indicate all students achieving individual learning goals.
- All students show growth as identified in Personalised Learning Plans.
- Parents report greater understanding of student’s progress and the ability to assist their children at home.

Target 2

All students achieve Stage Outcomes in Numeracy.

Strategies to achieve this target include:
- Analysis of individual student’s needs and provision of appropriate support in the establishment of specific student goals.
- Identification of staff Professional Learning needs and planned individual programs to ensure implementation of Quality Teaching Framework in classrooms.
- Development of strategic and systematic K-6 assessment program.
- Participation in Best Start assessment program.
- Strengthened partnership between home and school.
- Inclusion of community input into the monitoring and evaluation process.

About this report

In preparing this report, due to unforeseen circumstances, the self-evaluation information was gathered from evaluations conducted during the early part of the 2009 school year and was analysed with other information about the school’s practices and student learning outcomes.

School contact information

Hannam Vale Public School
Hannam Vale Road. Hannam Vale, 2443
Ph: 02 6556 7636
Fax: 02 6556 7672
Email: hannamvale-p.school@det.nsw.edu.au
Web: hannamvale-p.schools.nsw.edu.au
School Code: 2131

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: