

# HANNANS PRIMARY SCHOOL



**ANNUAL REPORT  
FOR 2021**



# ALL ABOUT US

## SCHOOL CONTEXT

Hannans Primary School is an Independent Public school that caters for children from Kindergarten to Year 6. It was established in 1992 to cater for the demand of an expanding Kalgoorlie-Boulder community. Throughout the past 29 years the school has built a reputation as a school that has a strong emphasis on creating a culture of shared responsibility, caring for children and its families and for promoting positive mental health and well-being. Hannans PS has a diverse student population of 369 students from 21 nationalities including 7.3% who identify as indigenous. The school embraces all members of our community and strives to maintain a welcoming environment where parents, the School Board and the P and C work together with us to provide the best outcomes for our students. Teachers are encouraged to work collaboratively across phases of learning to develop, manage and implement their learning programs. Staff are supported to develop their leadership skills. We believe that strong, positive and shared leadership is the cornerstone to improving student outcomes.

## SCHOOL PURPOSE

Our PURPOSE is to provide a learning environment that will enable the individual to develop and appreciate the academic, creative, physical and social skills necessary to become a worthy member of a changing society.

## SCHOOL ETHOS

Our ETHOS is to establish a set of behaviours and values that will promote a participative and collaborative working environment ensuring excellence in learning.



# PRINCIPAL'S MESSAGE

Welcome to the Annual Report for Hannans Primary School. The intention of this report is to provide parents and community members with a sense of how we are progressing against the targets set in our 2019 - 2022 Business Plan.

During a year when we faced many challenges that were out of our control, Hannans Primary School remained connected to our community by communicating often and clearly with them about the impact of those challenges on the school. Despite the many disruptions caused by COVID -19, especially to our much loved traditional events, we were able to continue to deliver high quality educational programs for our students.

What we learned throughout 2021 is that the real strength of Hannans Primary School is in our school community and in the way we work together, not in the things we have always done and the ways we have always done them. I thank the School Board, led by Dr Laurence Dyer; the P and C, especially the Fundraising Committee; and our professional and dedicated staff for their resilience, flexibility and hard work and support for our students. I look forward to working with them again in 2022.

I particularly wish to acknowledge the tireless work of Mr Damien Dickinson, Mrs Lisa Young, Mrs Nikki Smith and Mrs Jeanne Burmester. Behind the scenes so much is done to keep the school on track and as always their support has been invaluable.

Although things may continue to look different in 2022 I know the Hannans Primary School community will continue to work together to Strive for Excellence.

Denyse Delfs



According to the 2021  
National Schools  
Opinion Survey.....

**95%**

of parents think their child's  
teachers are good teachers

**92%**

of parents believe teachers  
motivate their child to learn

**90%**

of parents believe their child  
is safe at school

**91%**

of parents say that teachers  
expect their child to do they best

**75%**

of parents say that behaviour is  
well managed at this school

**91%**

of parents say they can talk to  
their child's teachers about their  
concerns

**92%**

of parents say that teachers at  
this school care about their child

**88%**

of parents would recommend  
this school to others

# From The School Board

It is with great pride that I endorse the Hannans Primary School 2021 Annual Report on behalf of the School Board. The ability to participate in the School's journey through the Board is wonderful opportunity to gain a better appreciation for the challenges and successes experienced along the way and support the development of initiatives that underpin better outcomes for our students, staff, parents and community. 2021 saw more change in the Board's composition and I thank Carol Bassett, Dave Eddy, Catharine Champion-Smith, Nicole Musgrave and Danielle Foster for their time devoted to the School. We have welcomed Caroline Hooper as a new member and look forward to having her voice and input in the team.

Key items of focus in 2021 included:

- Reviewing the school's Business Planning, Finances, and staffing arrangements.
- Participating in discussions around School infrastructure and services.
- Presentations from staff on School Values, development and wellbeing strategies.
- Commencement of Restorative Practice training and support.
- Participation in conversations that will begin to drive our 2022 Business Plan.

2021 was another challenging year in all respects, not least for the School, and it has been nothing short of impressive to witness the adaptability, resilience and dedication of the staff. Their tireless efforts to support the students learning and development but also wellbeing through this period was as impressive as it was greatly appreciated. I would like to thank the members of the Board for their support and insight through the year and constant drive to continue to make our School a fantastic place for our kids to grow, and I look forward to continuing to work with them.

Dr. Laurence Dyer, School Board Chair

# From The P and C

The Parents and Citizens Association at Hannans Primary School works together with the school to support learning programs and to raise funds that go directly towards projects that will benefit students.

Due to COVID regulations, many of our traditional events like the Welcome Family Barbecue were unable to be run in 2021. Despite this we had a large turnout at our AGM and welcomed many new members to our P and C, which led to the establishment of a very active fundraising committee. The Year 6 Camp Fundraising Committee became a subcommittee of the P and C and led by Tamara Sheppard, raised over \$28 000 in Term 1, fully covering Camp and Graduation costs.

We held our very first Colour Fun Run this year, and I'd like to thank Mrs Lisa Young for her organisation. She had lots of help from our fantastic committee, including Leah Fitzgerald, Pia Timu, Laura Frigo, Kris Watters, Lirsi Duijckers, Katherine Gamble and Ashleigh Beales. This enabled us to work towards our main project of funding lunch seating near the undercover area.

To everyone who attended meetings and took on roles in the P and C this year, thank you. Our school is made so much better because of the support and time that you give for us.

Tracey Brooks - outgoing President



# SCHOOL LEADERSHIP

PRINCIPAL  
DENYSE DELFS

DEPUTY PRINCIPALS  
DAMIEN DICKINSON  
LISA YOUNG

MANAGER CORPORATE SERVICES  
JEANNE BURMESTER

PHASE LEADERS  
TRACEY CLEGGETT K - 2  
MARNIE SMITH 3 - 6

CURRICULUM LEADERS  
MARNIE SMITH (LITERACY)

TRACEY CLEGGETT  
MATT PIPARO  
(NUMERACY)

SCHOOL BOARD

PARENT REPRESENTATIVES

DR LAURENCE DYER, CHAIR  
DAVID MULLER  
ROWENA OLSEN  
GEMMA HARRISON  
NICOLE MUSGRAVE

STAFF REPRESENTATIVES

CATH CAMPION SMITH (SEM 1)  
DAMIEN DICKINSON  
CAROLINE HOOPER

COMMUNITY REPRESENTATIVES

DOUGAL MCQUIE  
DAVID EDDY

SCHOOL COUNCILLORS

OLLIVER PROSSER (HEAD BOY)  
LILY CLEGGETT (HEAD GIRL)

ABIGAIL OLSEN  
LIZZIE HARPER  
OLIVER MARSTON  
TAHLI QUINLAN  
CHRISTOPHER WINMAR  
FLYNN LEO



## Staffing Profile

Staff range in experience levels from graduates to people who hold the majority of the school's history within them. Staff are supportive and pride themselves on being proactive with a strong sense of professional trust. Decisions are always bought back to "how will this impact our students?"

Workforce planning and management continued to be a priority as the school has a large number of staff who require leave or wish to retire in the coming two years.

In 2021 many of our longer term Special Needs Assistants chose to move into Mainstream Education Assistant Roles. We also increased Education Assistant FTE to support our targeted Students at Risk. These changes have grown our capacity to meet the future needs of our students, especially for intervention programs in the Early Years.

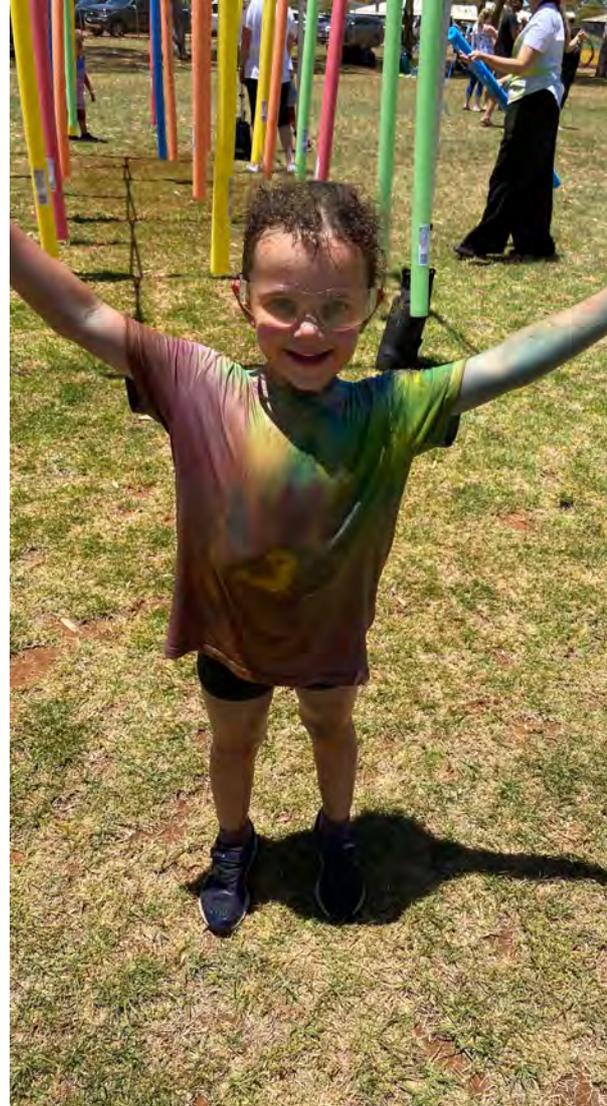
Following our belief of leading from the middle, we continued to build capacity of staff by providing training, mentoring and professional learning for all staff in areas of personal strength or areas that will support our whole school approaches. Three teachers successfully attained Senior Teacher status in 2021.

We have continued to ensure we have structure in place for staff to ensure that they are able to then *"Learn it, Live It, Teach it, Embed It"*.

## Thank you for your contribution...

Pat Fanetti (Retired)  
Cath Campion-Smith (KWDHS)  
Nicole Webb (Edney PS )  
Robyn Simmons (Retired)  
Sarah Bogensperger (Kalgoorlie PS)  
Lisa Daily (Rivergums PS)  
Philip Larkin (KWDHS)  
Katherine Fowler (Dept Parks and Wildlife)  
Karlee Thompson (Kalgoorlie PS)  
Pixie Frahm

Vale Mr Wes Simmons 1963 - 2021



# Highlights 2021

Parent involvement was maintained through careful management of social distancing at traditional events like the Father's Day Picnic, Learning Journey, the first ECE Obstacle-A-Thon and the K/PP Easter Hat Parade.

Student skills in dance and drama continue to grow. Our students performed at the Multicultural Festival and held a special Dance Assembly to showcase dances from around the world, and incursions from WA Ballet, Spare Parts Puppets and Musica Viva supported the school engagement with the Arts.

Several events were held across Literacy and Numeracy Week, including a Celebration of 100 Days of School, Tabloid Maths Activities, Book Week Parade, Door Display Competition, Guess Your Teacher's Favourite book Competition and The Hannans Human Library, where invited guests came in and read their favourite books to students each day.

Other events included Crazy Hair Day, Footy Colours Day and Wear Your Pyjamas to School Day; participation in National Storytime Day, and for the first time, a highly successful Colour Run, organised by our P and C.

Our second NAIDOC Day ran successfully as we celebrated Aboriginal culture across the school with a variety of activities in partnership with our local community.





Services were held to honour both ANZAC Day and Remembrance Day.

Students participated in a variety of sporting events, including both Eagles and Fever Cups, Faction Swimming and Interschool Athletic Carnivals and Interschool Cross Country. We hosted visits from the Scorchers, Football West, Basketball WA, Volleyball WA and West Coast Fever and changed our Jump Jam to Hannans Hop, introducing some Zumba routines for a little added flair!

Staff worked with REAL Schools Adam Voigt and began the revisioning of our Student Engagement Planning. This led to the identification of our new school values which will form the basis of our work with students in engagement and health and underpin our new Business Plan.

We successfully established an online Mandarin languages program in 2021.

The Holiday Reading Challenges were a highlight of student participation across the school..... and the rewards were also fantastic!

Connection to KBULG and to sustainability programs like Containers for Change continue to foster in our students ways of thinking they will need to draw on in the future

Students voice played a huge role in decision making at Hannans Primary School in 2021. Three projects grew from persuasive texts written by students in Room16 and presented to the School Board and P and C. As a result, Hannans now has added Hoodies to the school Winter uniform, we have tables in our lunch seating area and the P and C hosted a Colour run in 2021. Student Voice in action!





In 2021 parents were surveyed using the National Schools Opinion Survey.

Survey links were made available electronically at the Learning Journey, via QR Code, sent out via Compass and sent to all families using the school electronic messaging service.

87 families responded to the survey, with the highest number of respondents from the Year 2 parent group (19). It is hard to compare data with 2019, as the previous survey only had 13 respondents, and did not ask many of the same questions.

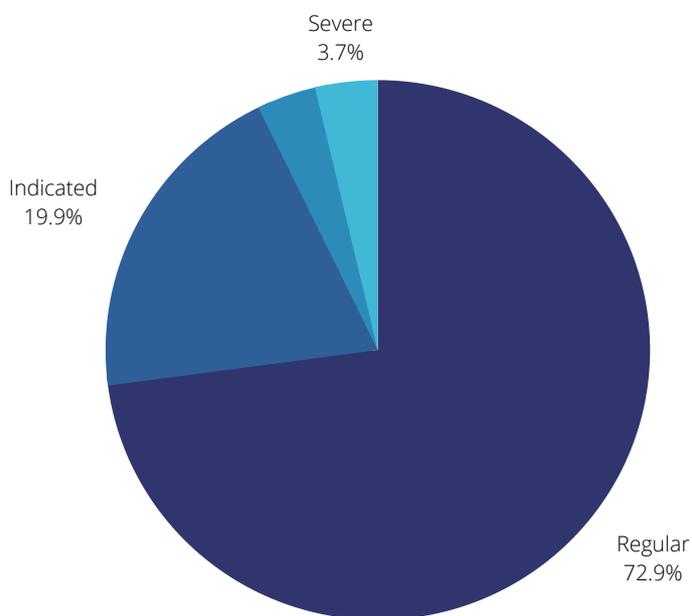
## DESTINATION SCHOOLS

GOLDFIELDS BAPTIST COLLEGE	1
KALGOORLIE-BOULDER CHS	22
JOHN PAUL COLLEGE	9

The current Goldfields Education Hub Strategic Plan has an aspirational target of 90% retention of primary students to public Secondary schools. The stated target is 80%.

In 2021, 66% of the Hannans Primary School Year 6 cohort enrolled at KBCHS. This was an increase of 11% from 2020.

## ATTENDANCE



Despite COVID 19, overall attendance at Hannans Ps for 2021 remained at 92%, with a regular attendance rate of 72.9%. Analysis of data shows that there are two main areas the school should target to improve attendance data. The fear of COVID 19 exposure is also having an impact on school attendance across a number of families in our community, as is the wish to take time away to visit relatives when travel is possible. All of this has impacted on attendance data and will continue to do so into 2022.

The first is to build parent understanding of the impact of taking students away on holidays during the school term, and the second is to maintain a rigorous follow up of aboriginal students who are not attending.

## 2021 SUSPENSION DATA



The number of suspensions increased in 2021 and all of the suspensions were as a result of physical aggression towards other students. Two students account for 50% of the total number of suspensions. The school worked with other agencies and with the families to put in place strategies to support those students and reduce the impact of their behaviour on others. The Restorative Practice Approach currently being implemented at the school aims to decrease physical aggression by building empathy towards others.

# OUR 2019 - 2022 Business Plan TARGETS

## Personalised Learning and Higher Order Thinking

Student Achievement is to be at or above like schools in all NAPLAN areas



On Entry data is to be comparable with State distributions (6 from 9)



Improved level of interventions for students achieving significantly below expected level



Students show progress along the Critical and Creative Thinking Continuum



Increase student opportunities in Early Childhood to investigate critically and creatively through play based learning



The National Schools Opinion Survey shows an increased level of satisfaction in the following:

Teachers motivate my child to learn (92%)



My school gives me opportunity to do interesting things



My child's learning needs are being met (82% - 83%)



## Progress against 2020 Recommendations

Staff Participate in Professional Learning around the use of On Entry Assessment data for target setting and classroom programming



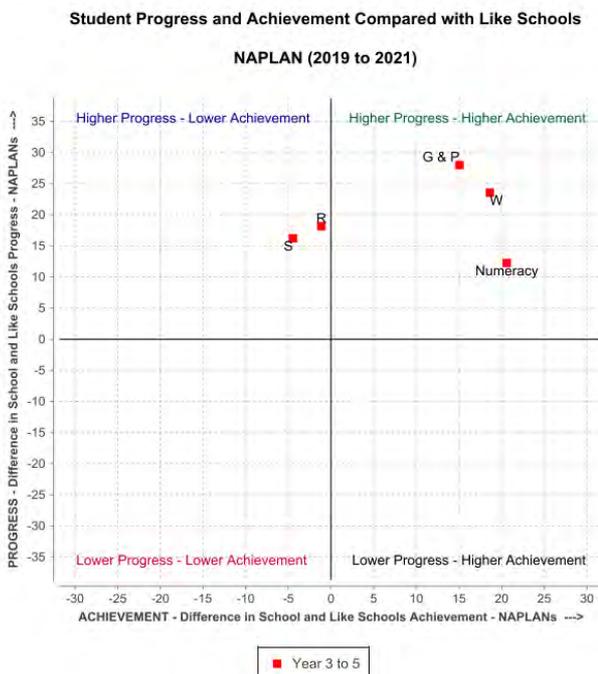
Review whole school approaches and foci in the the Literacy Strategic and Operational planning in 2021.



Maintain focus on Back2Front Maths and provide Professional Learning for all staff n 2021.



Embed new SAER Policy across the school in 2021 and review impact in Term 4.



2021 Pre-primary On-entry Data								
Numeracy			Reading			Writing		
Public School	ICSEA	PP Cohort	Public School	ICSEA	PP Cohort	Public School	ICSEA	PP Cohort
435	429	449	456	450	459	210	210	193
2021 Year One On-entry Data								
Numeracy			Reading			Writing		
Public School	ICSEA	Yr.1 Cohort	Public School	ICSEA	Yr.1 Cohort	Public School	ICSEA	Yr.1 Cohort
503	503	503	515	506	498	450	430	411
2021 Year Two On-entry Data								
Numeracy			Reading			Writing		
Public School	ICSEA	Yr.2 Cohort	Public School	ICSEA	Yr.2 Cohort	Public School	ICSEA	Yr.2 Cohort
577	572	577	541	537	541	541	541	541

2021 On-entry achievement data sourced from SAIS on 29 April 2022

Operational targets at HPS are set to specific students and cohorts and clearly inform planning in a targeted approach at both classroom and individual levels. Targets are regularly reviewed at collaborative planning meetings.

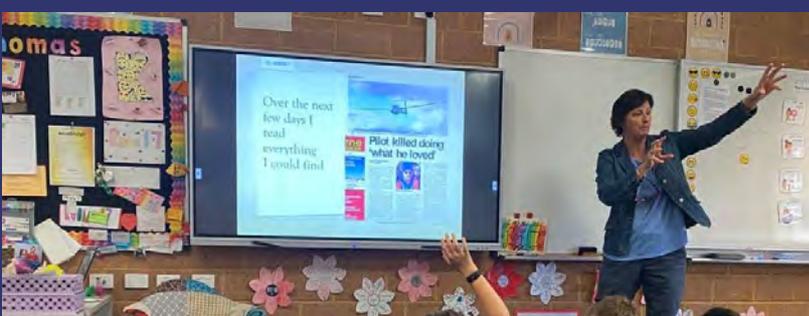
# OUR 2019 - 2022 Business Plan TARGETS

## Visible Learning

Students show an effect size of 0.6 in core areas of Literacy (Av 0.7) ■

Students show an effect size of 0.6 in core areas of Numeracy (Av 0.7) ■

Students demonstrate increased responsibility for learning NA



## Positive Education

Students show progress along the Personal and Social Capabilities Curriculum ■

Increase regular attendance rate (69.6% - 72.9%) ■

## ICT

Increased student access to and use of a variety of learning technologies ■

Students show progress along the ICT Capabilities Curriculum ■

Students show progress in their knowledge, skills and collaborations to analyse and creatively respond to digital challenges ■

## Progress against 2020 Recommendations

Staff continue to explore ways of making learning visible to students through classroom practice. ■

Review Assessment Schedule and target setting for 2021 at both strategic and operational levels ■

Continue to embed key elements of Visible Learning and most important principles, especially for staff who are new to the school. ■

Continue to embed the Explicit Teaching Framework (Gradual Release Model) with a focus on Warm Ups in Literacy and Numeracy ■

Establish a student Engagement Committee in 2021 to review all aspects of student engagement, behaviour and attendance. ■

Revisit school vision and values and audit positive education programs across the school for relevance and rigor with implementation. ■

Expand the BYOD program in 2021 ■

Maintain the use of Seesaw as a classroom communication tool ■

Develop and ICT Scope and Sequence for Hannans Primary School ■

Use a Digital Technologies Specialist in 2021 ■

## Comments

- Based on On Entry and AECD data, fund an Early Intervention program (0.6 FTE) to target speech articulation, reflex integration and gross motor development.
- Continue to develop the STRIVE values as an integral component of the 2022 -2024 Business Plan
- Maintain current curriculum approaches with a focus on reviewing progress and achievement using moderation (Brightpath and SCSA standards) to consolidate teacher judgements.
- Consolidate Restorative Practice Approaches
- Based on 2021 SEW and PEEC survey results and current COVID situation, develop long term Health and Well Being Strategy for staff and Students.
- Continue to utilise the National Quality Standards to reflect on and celebrate our Early Childhood practice.
- Celebrate the successes of 2021!

# Financial Summary

Revenue	Budget	Actual
Voluntary Contributions	17,485.00	17,628.50
Charges and Fees	28,615.00	28,607.97
Fundraising and Donations	39,202.00	39,224.42
Revenue from Other Schools	29,652.00	29,651.68
Other Revenue	25,048.00	25,058.53
Transfer from Reserves	11,000.00	11,000.00
<b>Total Locally Raised funds</b>	<b>161,072.00</b>	<b>161,291.28</b>
Opening Balance	82,327.93	82,327.93
Student Centred Funding	374,630.00	374,629.95
<b>Total Cash Funds Available</b>	<b>618,029.93</b>	<b>618,029.16</b>
<b>Total Expenditure</b>	<b>700,319.00</b>	
<b>Cash Budget Variance</b>	<b>82,289.07</b>	

18.93%

on Curriculum Services

14.27%

transferred to Reserves

3.43%

invested in Professional Learning

31.4%

spent on Utilities and Maintenance

## New Initiatives 2021

### Schools Clean Energy Technology Funding

In the 2021 - 2022 Financial year, Hannans Primary School, along with seven other schools in the Goldfields and Midwest will access funding through the State Governments' Schools Clean Energy Technology fund via Synergy to install a Virtual Power Plant on site.

### Bringing our classrooms into the 21st Century

In 2021 the school installed new interactive smartboards in all classrooms and the library. The school began using the COMPASS School Management System to support communications with staff and parents and enhance a number of operations across the school.

# Restorative Practice: Student Engagement Plan

The Student Engagement Committee worked with Adam Voigt and the staff to build a new Student Engagement Plan for the school to guide staff with the implementation of Restorative Practice when dealing with managing student behaviour. Staff were trained in the Principles of Restorative Practice and how to use Check in Circles in classrooms. A whole school approach was committed to.

**HANNANS PRIMARY SCHOOL**  
STUDENT ENGAGEMENT PLAN

OUR SCHOOL VALUES: SUCCESS • TEAMWORK • RESPECT • INNOVATION • VOICE • EMPATHY

**WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.**

**INFORMAL**

- AFFECTIVE STATEMENTS** – We include feelings words in language to address low level and high frequency behaviours.  
Time Investment – 1-3 seconds
- AFFECTIVE INTERACTIONS** – We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.  
Time Investment – 1-3 minutes
- SMALL IMPROMPTU CONFERENCES** – We use Restorative Questions to solve problems amongst and between groups.  
Time Investment – 5-10 minutes
- LARGE GROUP** – We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.  
Time Investment – less than 15 minutes
- FORMAL CONFERENCING** – For the most serious, high impact behaviours and ongoing problems.  
Time Investment – 60 minute Conference and up to 2 days of preparation

**FORMAL**

**WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY**

- We solve all problems Restoratively, through the lens of high expectation & high support.
- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send Students from the room (TDR) with a view to later repairing the harm (WITH).
- We are consistent about the Restorative process, but not always consistent about the outcome.
- When removed, all Students will be exposed to Affective Interactions facilitated by available School Leaders.
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any internal or external suspension that might be required.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

**RESTORATIVE QUESTIONS**  
FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- What has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

**FOR THOSE WHO HAVE BEEN HARMED**

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**FIRM TO WITH NOT FOR FAIR**

Strive for Excellence

## STRIVE Values

Working on the Student Engagement Plan led the staff to use the VIA Character strengths as the basis for identifying what values our students need to be.

With input from School Board and students, the following values for 2022 were identified as a set of common values for the 2022 - 2024 Business Plan.



## Play to Learn: Three Year Old Pre Kindy

Deputy Principal Mrs Lisa Young initiated an expanded *Play to Learn* Program to support child development and successful transition into our 2022 Kindergarten program.



Sustainability Competition Winners



Rm 9 Recycled Art Competition Winners



*Denyse Delfs*  
Denyse Delfs, Principal

*Laurence Dyer*  
Laurence Dyer,  
School Board Chair

May 2022