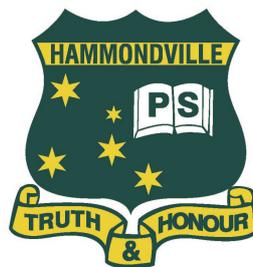


Hammondville Public School

Annual Report



2016



2128

Introduction

The Annual Report for 2016 is provided to the community of Hammondville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The Annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

Jay McInney

Relieving Principal

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Message from the Principal

The 2016 school year was an incredibly busy one, with many exciting opportunities for our students. Our school experienced success across many areas including sport, the arts, public speaking and debating.

Our students have been motivated learners and have strived to project themselves in the most positive manner possible. They have represented themselves, the families, our school and the greater Hammondville community with great pride which has promoted and projected a positive image of our school in its local community.

I would like to acknowledge the staff of Hammondville Public School. We have a highly dedicated group of professional teaching and administrative staff that harness a range of expertise and passion to produce the best possible outcomes for our students. I would like to thank and acknowledge their fine work throughout 2016.

Hammondville Public School enjoys wonderful support from its Parents and Citizens' Association and our wider school community. The willingness of our parents and carers to endorse and support our school activities is an important ingredient to our school's success.

During 2016, our school has continued to make sound progress in the areas of literacy and numeracy. Our school has made steps towards using Formative Assessment to help empower students in their learning, through identifying "learning intentions" and discussing and creating "success criteria". This will be an ongoing focus as part of our strategic planning for 2017.

This year, Hammondville Public School experienced significant change in executive positions. Mr Ken Smith, Hammondville Public School's substantive principal, was seconded to the role of Principal Leader Schools Deployment as part of the Learning Management and Business Reform (LMBR) roll out across the Bankstown and Glenfield Networks at the beginning of term 2 for the remainder of 2016. Mr Jay McInney was appointed as Relieving Principal for the remainder of 2016 with Ms Michelle Hansell relieving in the subsequent Assistant Principal role. Miss Lyndsey Ray, substantive Assistant Principal, secured an Instructional Leader role at Lansvale Public School. Her position was filled through an expression of interest by Miss Lauren Jenkins for 2016.

There were two significant infrastructure changes during the year. Firstly, an electronic school sign was erected at the front of the school to further strengthen communication with the school's community and to aesthetically enhance the front of the school. Secondly, automatic gates were installed to assist in school security and to assist in the monitoring of pedestrian and vehicular traffic. These initiatives were financially supported by the local State Member of Parliament for

Holsworthy and the school's P&C.

Throughout the year our students have had many opportunities to develop academically, physically and socially. Some of the opportunities provided for the students to participate in included: Nursery Rhyme day, the Easter hat parade, a variety of excursions, the annual carnivals for swimming, cross country and athletics, the peer support program, the Stage 3 Camp to Canberra and the Snowy Mountains, AFL, dance and gymnastics programs, yoga, the Community of Schools Concert, Southern Stars Performing Arts Festival, public speaking, debating, Premier's Reading and Sporting Challenges plus the Spelling Bee among many others.

Hammondville had another successful year in the sporting arena, in both individual and team sports. Seven students got the opportunity to represent the Liverpool zone at a regional carnival in team sports such as Australian rules, cricket, hockey, netball, rugby league, Rugby Union, soccer, softball and touch football.

The Positive Behaviour for Learning (PBL) program was a significant step in the development of our school welfare policy. The PBL program has been utilised to improve school-wide processes for student wellbeing and quality learning in all classrooms. In the early stages of its inception, data collected has indicated an increase in student enthusiasm in the program and encouraged a vibrant school learning culture.

Finally, it has been a privilege to serve as principal in such a harmonious and dedicated school. I would like to sincerely thank the students, staff and community for their support throughout the year and look forward to ongoing success in 2017.

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 of development.

Jay McInney

Relieving Principal

School background

School vision statement

At Hammondville Public School, in partnership with all members of our school community, we strive to provide a safe and supportive environment that caters for the development of the 'whole child'. This development occurs through a range of experiences aimed at allowing students to meet their full potential academically, socially, emotionally and physically. We have an emphasis on developing life-long learners who are equipped with the skills, knowledge and understandings required to meet the ever-changing demands of the 21st century.

School context

Hammondville Public School is set on large, leafy grounds 36.4km south-west of Sydney and 4.7 km from Liverpool. Students come from a mix of socio-economic backgrounds with 19% from the lowest quarter, 61% from the middle two quarters and 20% from the top quarter of family incomes. There are currently 443 students attending the school with 22% of students having a language background other than English. Approximately 12% of students come from Defence Force families due to the school's close proximity to the Holsworthy army base.

There has been a steady decline in enrolments over the last four years and in 2015 there were 17 classes which is one less than in 2014. In 2016, enrolments increased resulting in 18 classes. The teaching staff is mostly very experienced with an increasing number of early career teachers being employed in recent years. The school is heavily involved in extra-curricular activities with strong dance, choir, public speaking and sport programs being offered each year. Academic performance on measures such as NAPLAN has been mixed with strong performances in all areas of the testing in some years and the identification of areas requiring development in other years.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, our efforts have primarily focused on wellbeing, curriculum and learning. Through the Positive Behaviour for Learning (PBL) focuses, our school has creating a positive learning culture amongst students, staff and the community through the use of consistent language and expectations of our students. The importance of wellbeing has been reflected in the way students are engaged in learning as indicated in the Tell Them From Me survey results and the internal data from student, staff and community surveys and feedback. Specific school based programs to support student wellbeing have been implemented across the school. Taught by specialists, the Life Skills Group's "Mindfulness in Action" sessions focus on strength, balance, endurance, self-regulation, impulse control, listening and concentration.

Attention to individual learning needs has been another component of our progress throughout the year with a strong emphasis on developing programs that cater for all student needs. Identified students have been monitored through the Learning Support Team. Access to support mechanisms for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Review meetings involving the sharing of information between parents/carers, and health and education department specialists is an important part of this process. The effective organisation of school resources to, maximise time and instruction is a priority. A Speech Pathologist was engaged for 2 days a week in 2016 to further support students. This has been achieved through the Resource Allocation Model funding (RAM) and will continue in 2017. Reading Recovery exists to support those students who have completed one year of schooling and are not meeting grade outcomes in Literacy. Significant gains can be attributed to the intervention of this program. The fundamental importance of collecting data to inform programs has impacted on the delivery of support programs and the adjustments for targeted students. A feature has been the introduction of extension classes to address individual needs of students. We have successfully provided for the strong participation and contribution of our Aboriginal community through specific cultural activities and excursions.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching

practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work. We will strive to ensure that our school leaders build the collective capacity of the staff and school community to use student learning data to inform strategic school improvement efforts. The school is developing and embedding explicit systems to ensure excellent curriculum delivery, including strategies for differentiation and consistent teacher judgement. Strong processes are being designed to support this goal via collaboration, classroom observation and modelling of best teaching practice.

In the domain of **Leading**, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has led to high expectations for learning. This approach recognises that leadership capacity across the school is central to the achievement of school excellence. The leadership teams in the school have been successful in leading the initiatives outlined in this report and building capabilities of staff, encouraging a strong learning culture. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

The new approach to school planning, supported by the new funding models to schools, is making a difference to our progress and how we monitor and collect evidence through monitoring the milestones of our achievements. Our self-assessment process will further assist the school to refine the strategic directions and priorities we will pursue in our school plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High Quality teaching and Learning

Purpose

The key goal of education is to improve every student's level of achievement. In order to do so, high-quality teaching and learning must occur in each classroom. To ensure this occurs, teachers must be provided with exceptional professional learning that allows them to refine their pedagogy to the highest level and provides them with the skills and tools necessary to deliver engaging learning experiences to the students in their care.

Overall summary of progress

As a learning community focused on continuous improvement in both practice and learning outcomes for students, a significant investment has been made in the professional learning of teachers to support the achievement of this strategic direction in our school plan. This has included professional learning around literacy and numeracy, including the Focus on Reading and TEN (Targeting Early Numeracy) programs. There has been a great shift in teacher practice, engagement and enthusiasm resulting in an increase in student engagement and positive learning outcomes.

Differentiation, Formative Assessment and Personalised Learning have been key areas for teacher professional learning over the course of 2016. The team responsible for the implementation of this Strategic Direction attended workshops, in groups, to build capability. This was then taken to the whole staff in multi-modal ways. There was opportunity for individual and stage reflection and whole school discussion re: progress.

Differentiation, including personalised learning and support

The Learning Support Team is actively engaged in supporting the additional learning and support needs of targeted students. Classroom teachers were provided with support to build their capability and, in consultation with the Learning and Support Teacher (LaST), individual education plans were developed, monitored and reviewed. Teacher support built confidence and the capability to apply skills learnt with other students, contributing to growth in a differentiated classroom. Whole school learning related to the Disability Discrimination Act and our role as educators in supporting students confirmed the need to focus on differentiation. Additionally, all Aboriginal students have a Personalised Learning and Support Pathway developed in consultation with parents.

Assessment

A professional learning plan was developed and implementation commenced early in 2015 with the aim to embed Formative Assessment practices K-6 over the life of the School Plan 2015-2017. This has been supported by the up-skilling of all staff in the literacy and numeracy continuums, the inputting, analysing and interpreting of PLAN data. SMART data was analysed following receipt of NAPLAN results with additional, daily support in literacy and numeracy (using RAM socio-economic funding) given to targeted students. There is more work to be done here as evidenced in our SEF Self-Assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieve expected levels of growth in Literacy (Reading) and numeracy in NAPLAN.	<p>The number of students equal to or exceeding expected growth in Reading for 2016 was 59%. This is an increase compared to previous years. With an ongoing whole school approach to explicitly teaching metacognitive comprehension skills through the 'Focus on Reading' program it is expected that this will continue to improve in the remaining year of the planning cycle.</p> <p>As for reading, expected growth in Numeracy was</p>	<p>Mathletics Program</p> <p>\$4500</p> <p>Targeting Early Numeracy – teacher professional Learning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieve expected levels of growth in Literacy (Reading) and numeracy in NAPLAN.	similar to 2015 results. The strategies in Focus on Reading have assisted students in comprehending questions in the NAPLAN Numeracy Test. To assist with the teaching of mathematics and engagement of students a school licence for Mathletics has been purchased giving all students access to this program at home. Students are utilising this program and are regularly completing challenges. To also assist in the early development of mathematics skills all K–2 staff have participated in training to implement the Targeting Early Numeracy program (TEN).	Casual Relief \$1300
Students meet expected levels of growth in accordance with local measures through the analysis of PLAN data.	<p>PLAN data is showing that over 73% of students are making gains in accordance with local measures for Literacy in the clusters of Reading Texts and Comprehension and in Numeracy in the aspects of Early Arithmetic Strategies (counting as a problem solving approach) and Place Value.</p> <p>As indicated previously intensive professional learning in TEN and Focus on Reading is taking place and continuing to have a positive effect on student outcomes.</p>	Ten Training & Focus On Reading Casual Relief \$2400 Resources \$4800
An increased number of students achieve results in the top two bands of NAPLAN.	PLAN data is showing an increase in Year 3 and 5 across all assessed areas of NAPLAN.	
Aboriginal students achieve greater than expected growth in NAPLAN with an increased percentage also achieving results in the top two bands.	<p>PLAN data shows an increase of:</p> <ul style="list-style-type: none"> * 25% of Year 3 and 33.3% of Year 5 Aboriginal students in Band 7 for Reading. * 50% of Year 3 in Spelling * 41.7% of Year 3. 	PDP Casual Relief \$2200
Focus on Reading and TEN being implemented in targeted stages.	<p>Staff professional learning on 'Focus on Reading' has continued throughout 2016. Teachers are using common language across the school in the explicit teaching of metacognitive comprehension strategies called the 'Super Six'.</p> <p>All K–2 teachers who had not been previously trained in the Targeting Early Numeracy program (TEN) were provided with training by an in-school mentor. This process will occur annually for all staff new to teaching K–2 at Hammondville.</p>	
Formative Assessment is implemented across whole school with effective use of learning intentions and success criteria.	All teaching staff were provided with strategic professional learning on formative assessment throughout Semester 2. Stage teams met regularly to discuss work samples and forward plan formative assessment strategies that tie in with their planning. Continual opportunities to share and celebrate the processes that were used in their classrooms was scheduled into staff meetings.	Professional Learning \$2100 Resources \$3450

Next Steps

In 2017 the next steps in further developing the strategic area of high quality teaching and learning are:

- * To embed staff professional learning in 'Focus on Reading' and continue implementation in classrooms so that student competence in utilising the 'Super Six' metacognitive comprehension strategies increases and has a positive impact on their achievement.

- * To form structures within the school to embed formative assessment into teaching practice through the use of learning intentions and success criteria in a broader range of lessons so children know exactly what is expected of them and how to achieve success.

- * The continuation of the speech pathology program to identify children experiencing expressive and receptive language difficulties as early as possible so that support can be provided.

- * To continue professional learning for staff on the effective use of technology to support 21st Century learning and investigate the viability of developing a scope and sequence on coding to support the development of student skills in the authentic use of digital technologies.

Strategic Direction 2

Developing Exceptional Leaders

Purpose

For a school to excel, outstanding leaders must be developed. The provision of opportunities through coaching and mentoring is vital to developing leadership skills. The skills developed by students and staff through such programs will allow them to engage fully with the community and contribute meaningfully to the ongoing development of the school. These skills will enable the school to meet its strategic directions and educational priorities.

Overall summary of progress

Hammondville Public School has been able to strengthen teacher and school leader capacity through the ongoing use of PDPs. Executive staff have continued to use the GROWTH Coaching model to assist staff in developing meaningful and attainable professional development goals. The ongoing impact of the initial GROWTH coaching has seen the continual development of SMART goals by the executive team as part of the Professional Development Framework process.

The Quality Teaching Rounds project has continued into its second year and is an important vehicle in refining teaching pedagogy and creating leadership opportunities within the Professional Learning Communities (PLC). Participating members were provided with professional learning and were supported in forming a professional learning community in which they discussed current research, observed each other teach and provided feedback using the common language of the Quality Teaching Model.

There was a continual commitment to providing our student leaders with learning experiences to build their leadership skills. The mentor teachers of our Student Representative Council provided strong scaffolding of meeting structures which allowed our class elected leaders to engage in deeper discussion of issues. The students involved developed greater confidence in feeding information back to their classes. One student was also selected to participate in the Liverpool Primary Principal's Association School Ambassador Program. This program involved several meetings and a small group project with ambassadors from other schools. The result for our school ambassador was the development of strong skills in collaboration and greater self-confidence when presenting to small and large groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of staff applying for leadership roles within and external to the school.	During 2016, staff were supported in building their leadership capacity using the performance Development Plan (PDP) . Two staff members were successful in gaining an in-school relieving executive position (Principal and Assistant Principal) and a staff member was successful in gaining an instructional leader role at a higher level (Deputy Principal) at another school through an expression of interest process.	QTSS teacher mentoring and teacher release of 1 day/week \$12258
All teachers actively engage in the Performance and Development Framework.	In the second year of implementation of the Performance and Development Framework, all teachers participated in goal setting interviews with their supervisor in Term 2. Terms 3 and 4 classroom observations by a colleague or supervisor took place and a formal end of year review took place in Term 4.	Teacher relief to support goal setting and classroom observations \$6428
Regular participation in Quality Teaching Rounds by staff with additional professional learning communities being formed when appropriate.	Throughout the year, 8 staff members participated in the Quality Teaching Rounds (QTR). The professional learning communities have been involved in collegial discussion of research and the development of a common language for providing feedback on lesson observations using the Quality Teaching Model. At the time of writing, three rounds had been completed with quality feedback being provided to teachers who have had lessons	Quality Teaching Rounds – teacher relief \$4235

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular participation in Quality Teaching Rounds by staff with additional professional learning communities being formed when appropriate.	observed. This process will continue in the final year of the planning cycle to support the implementation of the Performance and Development Framework.	
Increased opportunities for students to access and participate in leadership opportunities.	<p>The Student Representative Council further enhanced its role in the school during 2016 with members making regular reports to their classes and school assemblies as well as conducting significant fund-raising activities.</p> <p>One student was selected to participate in the School Ambassador program organised by the Liverpool Primary Principal's Association. The student involved attended a number of workshops that had a significant positive impact on the development of her leadership skills.</p>	
All teachers actively utilise the national standards for self-improvement.		

Next Steps

To ensure Strategic Direction 2 – Developing Exceptional Leaders is successfully implemented the next steps will occur during 2017:

* The GROWTH Coaching model will continue to be utilised by executive staff to coach teachers on stage teams through the development of SMART goals for their Performance and Development Plan.

* Additional professional learning communities (PLC) will be formed to continue the implementation of Quality Teaching Rounds. By the end of 2017 the goal is to have four professional learning communities operating with the leadership and training for each group being provided by previous participants.

* Student leaders will participate in external leadership development programs and the school will continue to nominate a student to participate in the Liverpool Primary Principal's Association School Ambassador Program.

Strategic Direction 3

Effective Community Partnerships

Purpose

Creating strong community partnerships is vital for a school's effectiveness. By enhancing the capacity of parents, families and community members to engage in and better understand what occurs at school there will be a positive effect on the attitudes, values, behaviours and expectations that influence children's educational outcomes.

Overall summary of progress

During 2016 the school continued to enhance its partnerships with the community. Through the ongoing use of a range of current resources, communication with the community was highly commended by the community. The school's smartphone application has over 400 downloads and with newsletter and information notes is the main source of communication to parents. Surveys have indicated many parents find the Skoolbag app as their main source of communication with the school. The app has been used to provide information about school events and student achievement. Parents have also been able to provide absence notifications to school through the app. Our school Facebook page continues to be a focus for families to keep up to date on what is happening in the school. Our school has also invested in an electronic sign at the front of the school. This is a "live" form of communication that can be added to in real-time. Parents have found this source of communication very easily accessible and a "positive impact on the look of the school".

Another area of our school plan was to increase the connection with our community of schools partners by engaging in shared programs and professional development. The purpose of this being to share resources and expertise. To this end the annual community of schools (CoS) concert continued with shared expertise being vital in ensuring the success of this event. Further connections have been established with the three primary schools and Holsworthy High School signing up as a community of schools to participate in the White Ribbon initiative in 2016.

In 2017, Hammondville will be looking to extend the Quality Teaching Round (QTR) model to members of the CoS. Hammondville staff will lead training sessions and work with executive from other schools to establish structures to support QTR in their schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation in school-based workshops.	The school continued to conduct parent workshops to assist their children and take an active role in their child's learning. Feedback from these events was extremely positive and future workshops will be coordinated in 2017.	Workshop Resources \$680 Casual Day relief \$480
Increased dissemination of information to community members using a variety of means.	The school continued to effectively use the Skoolbag Smartphone app with parents indicating a high level of satisfaction with the app. By the end of 2016 there had been over 400 downloads of the app. To increase promotion of the school and provide parents with prompt information about school events or classroom activities the school set-up and commenced using a Facebook page. Whenever a post is made there are a significant number of 'likes'.	Skoolbag Smartphone App \$460

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of parents participating in the school decision-making process as measured by survey response rate and participation in focus groups.	The school conducted a number of surveys in 2016 relating to a review of the PBL processes put in place across the school. The early response rate was positive with over 62% of families responding to the first survey. The response rate declined as the year progressed. This was particularly evident when more open questions were asked in surveys. More innovative ways of collecting data will be looked at during 2017.	Casual Relief \$3500 Resources \$400
School engagement data from the Tell Them from Me survey will equal or exceed state norms.	Data collected from the 'Tell Them From Me' survey indicated that Hammondville students have high levels of intellectual engagement and a strong sense of belonging at school. These areas exceeded state norms.	
Increased number of Community of Schools events, including concerts, network meetings and professional learning opportunities.	During 2016, the school continued to participate in Holsworthy Community of Schools events which included the annual Community of Schools concert and an Aboriginal student's community day at Holsworthy High School. The three primary schools participated in signing up as a community of schools to participate in the White Ribbon initiative in 2016	Community of Schools \$900 – Casual days to attend White Ribbon training

Next Steps

In 2017 the next steps that are required to ensure the successful implementation of Strategic Direction 3 – Effective Community Partnerships are:

- * Revising the design of surveys so they are quick for parents and carers to complete and easily accessible using links to Google Forms via the school smartphone app.
- * Enhancing the celebration of school and student achievements.
- * Increase the sharing of expertise and professional learning between our community of schools partners with an emphasis on strategies to embed formative assessment.
- * Increase the amount of information being provided to parents on school programs and what children are learning in their class by a variety of means including parent workshops, newsletter articles and Facebook posts.
- * Begin compiling a database of parent and carer skills and occupations that can be utilised to provide students with experiences that support the curriculum and develop a feeling of parents and carers being welcome and essential contributors to our school community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Data indicates ATSI students are meeting expected growth goals for NAPLAN and local measures.</p> <p>Aboriginal background funding was utilised to assist with the development of personalised learning plans and to provide additional literacy/numeracy support as well as cultural immersion activities that included small group activities and the NAIDOC Day celebration.</p> <p>Employment of additional staff 1 day/week to coordinate Aboriginal Cultural group.</p> <p>All Aboriginal students have a Personalised Learning Plan (PLP) that was developed during parent/student/teacher meetings in Term 1 and Term 3.</p> <p>All Aboriginal children received in-class support and participated in small cultural groups during Semester 2.</p> <p>A highly successful NAIDOC Day celebration was conducted. A number of Aboriginal parents commented on how great the day was with one parent writing to the school to tell us that her children had told her it was the most proud they had felt about their culture in the time they had been at school.</p>	<p>Resource Allocation Model – Aboriginal Background</p> <p>PDP casual relief + Aboriginal Cultural Group (1 day/week)</p> <p>Total = \$11 236</p>
English language proficiency	<p>English language proficiency funding was used to employ a teacher who provided in-class support and small group withdrawal to children for which English is an Additional Language or Dialect.</p>	<p>Resource Allocation Model – English Language Proficiency</p> <p>Total = \$33 000</p>
Low level adjustment for disability	<p>Funding in this area was used to provide in-class support and social support in the playground by School Learning Support Officers (SLSOs) for students identified by the Learning Support Team as requiring additional support. The support provided had a positive impact on both learning in the classroom and the interaction of targeted students with other students in the playground.</p>	<p>SLSO support</p> <p>Total = \$50 562</p>
Quality Teaching, Successful Students (QTSS)	<p>The school received a staffing allocation of 0.32 which equated to 32 days of casual relief during second semester. The casual relief was utilised to support the Performance and Development Framework's mandatory classroom observation of teachers.</p>	<p>Resource Allocation Model</p> <p>Total = \$33 128</p>
Socio-economic background	<p>This funding was used to employ a speech pathologist who under a professional learning model provided in-class instruction for students focussing on the development of receptive and expressive language. Pre and post testing indicated significant improvement in all students who were screened and participated in phonemic awareness groups.</p>	<p>Resource Allocation Model – Socio-economic Background</p> <p>Speech Pathology Program</p> <p>\$27 900</p>

Socio-economic background	This funding was used to employ a speech pathologist who under a professional learning model provided in-class instruction for students focussing on the development of receptive and expressive language. Pre and post testing indicated significant improvement in all students who were screened and participated in phonemic awareness groups.	Total = \$27 900
Support for beginning teachers	No funding received in 2016	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	259	242	236	221
Girls	213	214	210	215

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	95.7	94.5	94.9
1	93.2	93.8	94.4	94
2	95.2	93.3	95.4	94.9
3	96.1	95.1	93	94.2
4	92.5	95.6	95	93.3
5	95.3	93.6	96.9	94
6	95	94.4	93.1	95
All Years	94.7	94.5	94.7	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student non-attendance is monitored by classroom teachers and school executive staff. Data is uploaded to DoE systems and monitored regularly by the Home School Liaison Officer (HSLO) who attends the school each term. The Home School Liaison Officer tracks students with large periods of non-attendance. Monitoring of student non-attendance is continually tracked by classroom teachers using Department of Education resources. Where necessary, families that are contacted will work with the school and HSLO to develop strategies to assist families in fulfilling DoE attendance expectations. Hammondville Public School attendance rates are within Department of Education norms. Parents and carers use our Skoolbag app to explain absences which are channelled through

the school administration email account. Applications for Extended Leave are submitted through the office and processed by the Principal. Long term absences are managed through negotiated learning programs during an absence period.

Class sizes

Class	Total
K/1S	19
KM	21
KFM	21
KB	20
1AP	23
1ND	24
2Z	26
2M	26
3/4V	30
3WS	28
3G	27
4DG	30
4/5C	31
5/6H	30
5JP	30
6W	29
6M	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	3.22
Other Positions	0.16

*Full Time Equivalent

On the information available there are currently no staff of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

The school's major focus areas for professional learning are:

1. Meeting mandatory requirements such as child protection, CPR, anaphylaxis and understanding the code of conduct.
2. Improving the quality of instruction in the teaching of reading comprehension strategies. To address this need staff have continued professional learning in the 'Focus on Reading' program.
3. Embedding formative assessment across the school with a particular emphasis on teachers making learning visible by providing students with learning goals and success criteria to direct their learning.
4. Training K–2 staff in the Targeting Early Numeracy program (TEN).

There were three temporary New Scheme Teachers working towards Board of Studies Teaching and Education Standards accreditation; and seven permanent new scheme teachers maintaining accreditation at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	206 026.18
Global funds	327 353.91
Tied funds	239 609.03
School & community sources	179 266.69
Interest	3 681.61
Trust receipts	2 405.55
Canteen	0.00
Total income	958 342.97
Expenditure	
Teaching & learning	
Key learning areas	55 738.57
Excursions	60 933.08
Extracurricular dissections	59 757.68
Library	9 776.85
Training & development	20 146.55
Tied funds	236 262.16
Short term relief	95 350.09
Administration & office	74 447.68
School-operated canteen	0.00
Utilities	40 792.49
Maintenance	53 729.53
Trust accounts	6 725.55
Capital programs	41 657.25
Total expenditure	755 317.48
Balance carried forward	203 025.49

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	233 642.65
(2a) Appropriation	203 925.49
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	29 591.21
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	125.95
Expenses	-198 046.83
Recurrent Expenses	-198 046.83
(3a) Employee Related	-127 618.18
(3b) Operating Expenses	-70 428.65
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	35 595.82
Balance Carried Forward	35 595.82

	2016 Actual (\$)
Base Total	2 714 078.09
Base Per Capita	23 854.39
Base Location	0.00
Other Base	2 690 223.70
Equity Total	243 332.96
Equity Aboriginal	11 236.15
Equity Socio economic	27 899.62
Equity Language	31 211.13
Equity Disability	172 986.06
Targeted Total	28 390.88
Other Total	63 120.11
Grand Total	3 048 922.03

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary covers funds for operating costs

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

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. In 2016, 61 Year 3 and 65 Year 5 Hammondville Public School students sat the NAPLAN assessments.

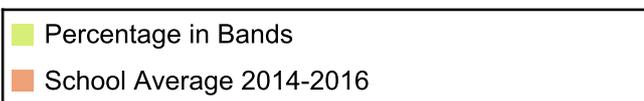
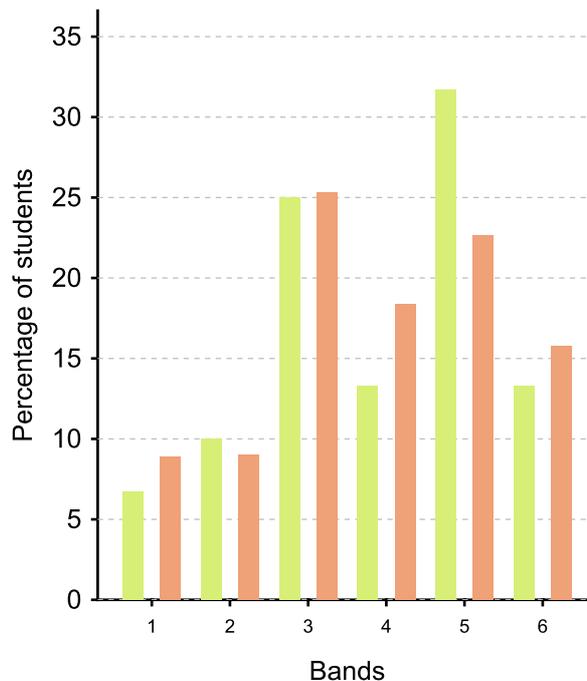
In Reading, 92% of Year 3 and 97% of Year 5 students achieved at or above national minimum standards.

In Writing, 98% of Year 3 and 98% of Year 5 students achieved at or above national minimum standards.

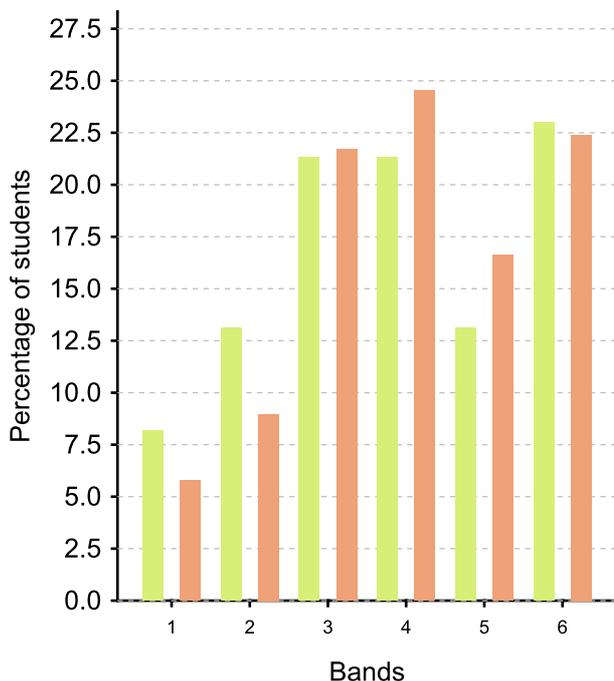
In Spelling, 95% of Year 3 and 98% of Year 5 students achieved at or above national minimum standards.

In Grammar and Punctuation, 92% of Year 3 and 98% of Year 5 students achieved at or above national minimum standards.

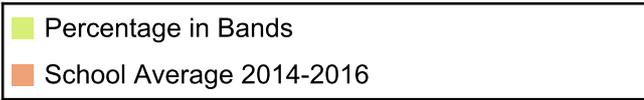
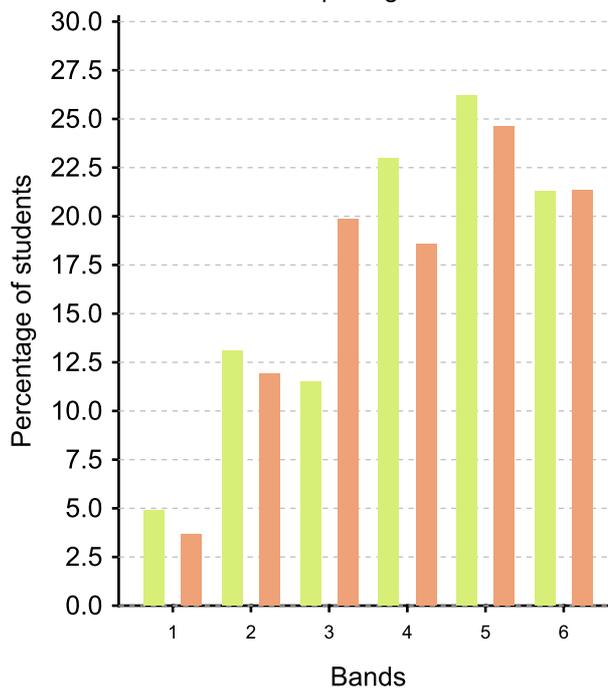
Percentage in bands:
Year 3 Reading



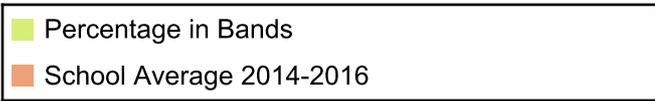
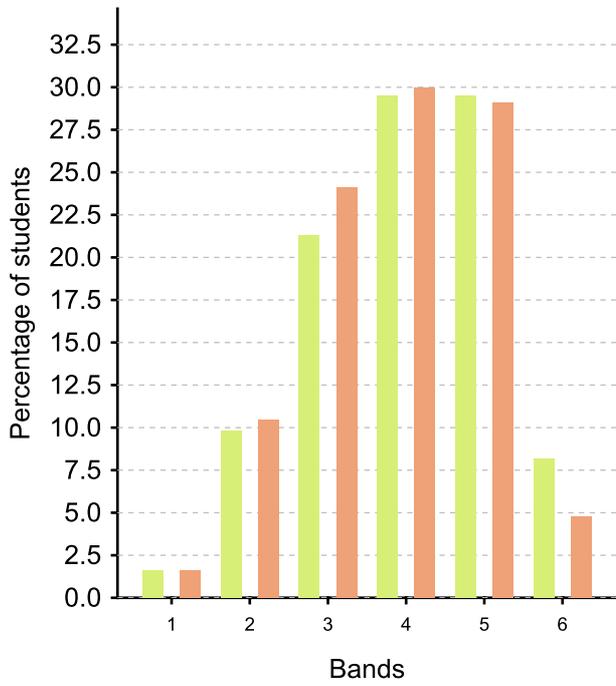
Percentage in bands:
Year 3 Grammar & Punctuation



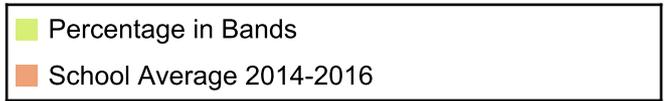
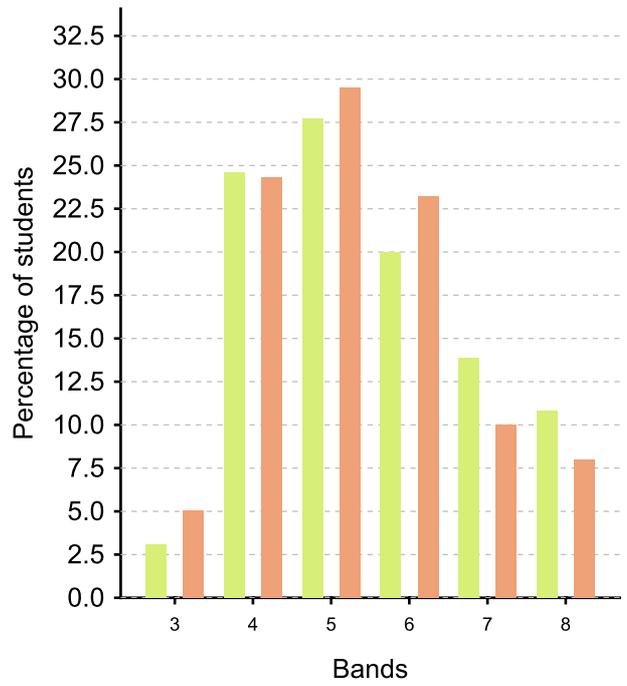
Percentage in bands:
Year 3 Spelling



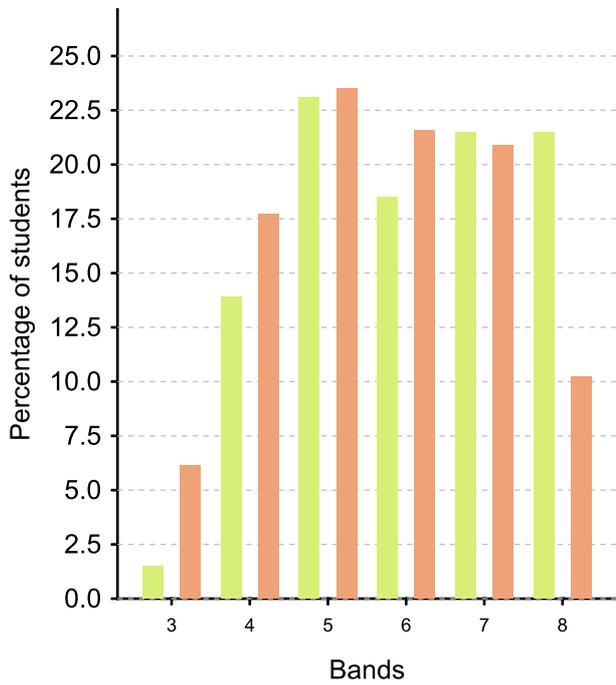
Percentage in bands:
Year 3 Writing



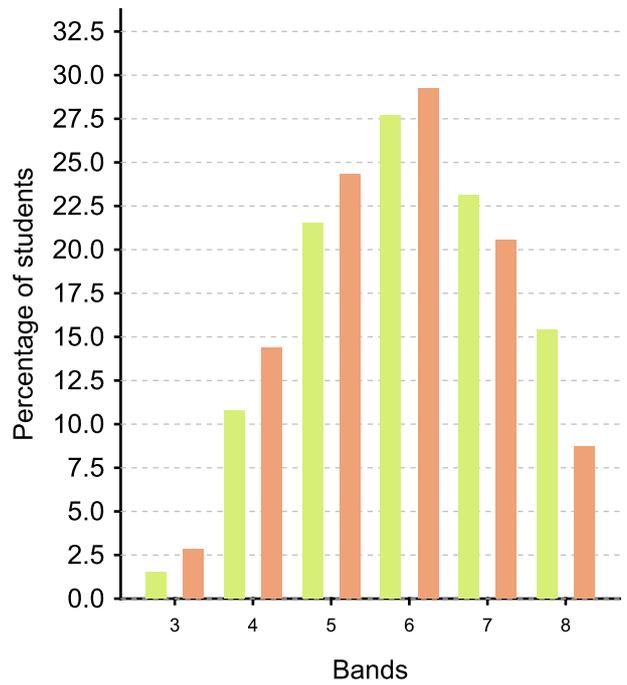
Percentage in bands:
Year 5 Reading



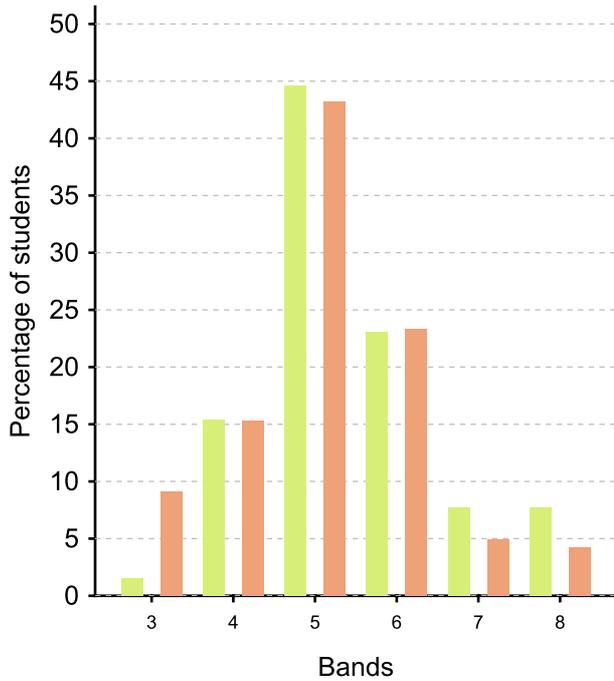
Percentage in bands:
Year 5 Grammar & Punctuation



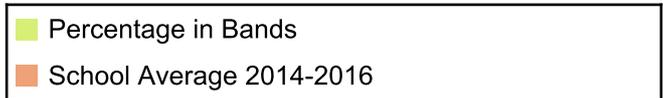
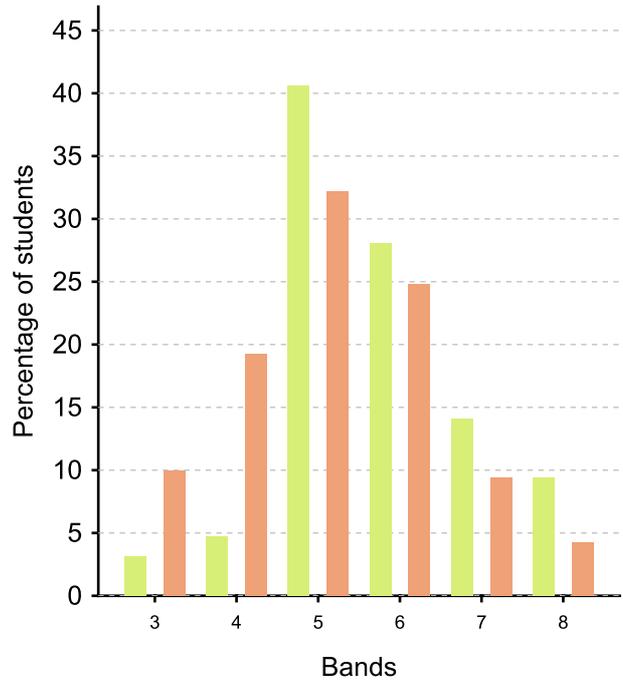
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



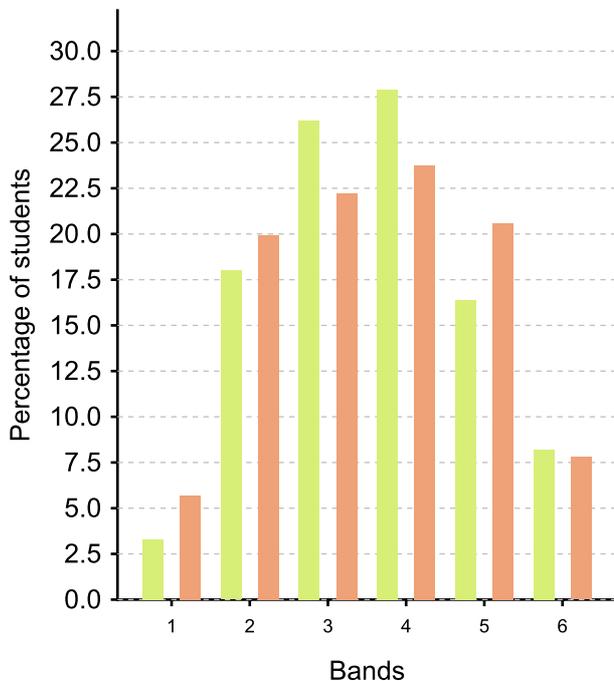
Percentage in bands:
Year 5 Numeracy



In Numeracy, 97% of Year 3 and 97% of Year 5 students achieved at or above national minimum standards.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

During the 2016 school year a number of surveys were conducted at Hammondville which were related to student wellbeing, welfare and school image. The responses are presented below.

94% of parents agreed or strongly agreed the school creates an environment that promotes learning.

86% of parents agreed or strongly agreed the school communicates effectively with the community.

96% of teachers agreed or strongly agreed the school communicates effectively with the community.

91% of parents agreed or strongly agreed the school has a positive image within the community.

98% of teachers agreed or strongly agreed the school has a positive image within the community.

93% of parents agreed or strongly agreed the school has a reward system for positive behaviour.

83% of teachers agreed or strongly agreed the school has an easily identifiable reward system for positive behaviour.

84% of parents agreed or strongly agreed the school provides ongoing educational services to support students.

100% of teachers agreed or strongly agreed the school provides ongoing educational services to support students.

89% of parents agreed or strongly agreed the school encourages parental involvement in day to day activities within the school.

84% of teachers agreed or strongly agreed the school encourages parental involvement in day to day activities within the school.

75% of students in Years 4 to 6 indicated the school has a positive learning climate which is above the state norm of 72%.

Students in Years 4 to 6 indicated that in this school 85% of students have positive behavior which is above the state average of 83% for these years.

89% of students indicated they have positive relationships at school which is above the state average of 84% for these norms.

87% of students indicated their teachers are responsive to their needs and encourage independence which is above the state norm of 82%.

were involved in creating a school mural using handprints to recreate the Aboriginal flag.

NAIDOC day was a great success. All students were invited to participate in a day of fun-filled activities that celebrated and recognised the significant contributions Aboriginal people have made to Australia. There were numerous activities all day for the students to enjoy and learn about Aboriginal culture, Koomurri Entertainment came along to spread their knowledge with all the students and teachers.

Following on from 2015, the Aboriginal Culture groups were scheduled again and students from K–6 explored concepts that allowed them to deepen their understanding of their culture and connection. One hundred percent of Aboriginal students across the school had weekly lessons that immersed them in their culture and strengthened their connection with each other.

Our Aboriginal Choir enjoyed several performance opportunities at both school assemblies and the annual Community of Schools concert that was held at Holsworthy High School.

Hammondville Public School also recognised the outstanding achievement of our Aboriginal students. Teachers nominated Aboriginal students in their class who were displaying commitment and positive attitudes towards their learning and culture. We were very fortunate to have three of our students recognised for their outstanding achievement at the South West Sydney Aboriginal Achievement awards.

Findings

The findings from these surveys are used by the school to determine future actions and initiatives across the school for 2017. Continual surveying of all stakeholders at Hammondville Public School will help to form strategic directions in the upcoming planning for the 2018–2020 planning cycle.

Policy requirements

Aboriginal education

We had another great year in Aboriginal Education at Hammondville Public School. Our school has offered exciting activities to promote and recognise Aboriginal and Torres Strait Islander culture. Our year commenced with Personal Learning Plans (PLPs) for all of our 23 Aboriginal students which formed a very important component of delivering improved outcomes for our Indigenous students. Using RAM funding to release staff, parents met with their child's teacher to work on a plan in partnership to help their child achieve their personal goals, build confidence and strive to get the most out of their education.

Reconciliation Week was celebrated this year by creating a reconciliation painting where all students K–6

Multicultural and anti-racism education

The Cultural Diversity and Community Relations Policy: Multicultural education in schools and the Anti-Racism Policy requires schools to report on their achievements in multicultural and anti-racism education in their annual school reports.

While our enrolments of students from language backgrounds other than English (LBOTE) are traditionally low, Hammondville Public School acknowledges the importance of promoting the cultural and linguistic diversity of Australia as a whole.

The school consistently aims to develop in students the knowledge, skills and values for participation as active citizens in a democratic, multicultural society.

In 2016, instead of a staffing allocation for ESL the school received \$32 998.75 in funding from the Resource Allocation Model (RAM) to support children for whom English is an additional dialect or language. The school identified 18% of students as coming from a language background other than English. Of this percentage, seven students received direct ESL support as well as support in their classrooms.

The ESL program was timetabled into small segments throughout the week with the support teacher providing classroom teachers with extra support within the classroom as well as withdrawing students with specific needs. The ESL teacher develops teaching programs in consultation with classroom teachers and is also a member of the School's Learning Support Team.

The school has initiated a number of programs and practices, including units of work in Stages 1, 2 and 3 for PDHPE and HSIE that highlight cultural, linguistic and religious diversity.

While no complaints relating to racism have been made in our school, the AntiRacism Contact Officer (ARCO) position is kept filled by a trained staff member and their role advertised to the school community.

Other school programs

Choir

In 2016, Hammondville Public School were able to participate in a K-6 choir and a 'Southern Stars' choir ensemble and showcase their talents. Over 80 students were involved with the choir across the course of the year. Fourteen students from Years 3-6 participated in Southern Stars. One student was selected to perform in 'Create South' which is a gifted and talented program for the performing arts.

In April, the choir performed at our school ANZAC Day ceremony. In August, the K-6 choir performed for our school open day. Our Southern Stars choir ensemble performed at Wollongong Entertainment Centre in an arena spectacular, combined with students from 90 other public schools to an audience of over 12,000 people. This was a highlight of the year for many

students.

In Term Four, we sang for the Remembrance Day service and also enjoyed singing and dancing at our final school assembly of the year.

Ms Glynn

Dance

In 2016, there were a number of opportunities for students to take part in dance at Hammondville Public School. There was the Junior and Senior Dance Groups as well as a tap ensemble. This was a new addition to our dance groups and was very well-received.

The 3-6 dance and tap groups, made up of 37 students were successful in their audition for the Dance Festival Series Ultimo Public Schools - Series 1 held at Bankstown Sports Club in June.

In addition to our school groups, students were selected to form Community of Schools and Cross Network ensembles. Four students participated in the Community of Schools' ensemble, 8 students were selected to participate in the Community of Schools' tap ensemble, 2 students took part in the Community of Schools' hip hop ensemble and 2 students were successful in their auditions for the Cross Network festival.

In Term 3, the Junior, Senior and Tap groups performed once again for the Community of Schools' concert held at Holsworthy High School. Eighteen students also participated in the annual Southern Stars arena spectacular held at the Wollongong Entertainment Centre.

2016 was a very successful year for dance at Hammondville Public School.

Ms Glynn

Debating

In 2016, students of Hammondville Public School were able to participate in the Liverpool District Debating competition. This is the school's fifth consecutive year of being involved in this district competition. This opportunity was open to Stage 2 and Stage 3 students who were given the chance to showcase their public speaking skills and further develop in all facets of debating.

Hammondville was represented by thirteen very capable students who joined with varying levels of ability and confidence which grew and evolved positively throughout the competition. Students excelled in collaborating and working as a team to devise the best points to present during a debate, presenting strong rebuttals against their opponents and working under limited time frames to present their best case with confidence and ease. Hammondville students were commended for their great ability to "think outside

the box", presenting interesting arguments, supporting each other and showing great school spirit. The team performed extremely well to become equal-first winners of this year's competition.

Our students should feel proud of their achievements and for being exposed to such an important life-long skill. The ability to always be able to equally argue for either the affirmative or negative side with confidence and aptitude will be a valuable attribute.

Mrs Zanapalis

Sport and PSSA

Hammondville has experienced a successful year in the sporting arena, in both individual and team sports.

Hammondville was successful in the three Liverpool zone carnivals held throughout the year. Out of the fifteen schools in the Liverpool zone, we won the cross country and athletics carnivals and finished in 5th place at the zone swimming carnival. This is a terrific performance for a school that is the fifth smallest in our zone.

At the three carnivals, we had numerous students qualifying for the respective regional carnivals. We had nine students qualify for the regional carnival in swimming, eleven in cross country and sixteen qualify for the regional athletics carnival. Lily Austin (cross country and athletics) and Maeve Johnson (cross-country) competed strongly at these regional carnivals and both qualified for the state carnival.

Hammondville was also well-represented at zone and regional level in team sports. Seventeen students represented the Liverpool zone in eight sports. From this, one student was selected to represent Sydney South West at the NSW state carnival in basketball.

Hammondville competed in the Liverpool Zone PSSA competition that takes place on Friday afternoons. The school competes in AFL, cricket, oztag and girls softball in summer and boys and girls soccer, rugby league and netball in winter.

In summer PSSA, the senior girls softball team, the junior girls t-ball team and the junior oztag team were all named as premiers of the Liverpool zone PSSA. The junior AFL team narrowly lost their grand final and the junior cricket and senior AFL teams made it to the semi-finals.

In winter PSSA, the senior boys soccer team, senior girls soccer team and junior rugby league team won their respective grand finals and were named as Liverpool champions. The senior oztag team made it to the semi-finals of their competition.

This year saw Hammondville entering a team in the State Knockout for the first time. Our girls state soccer squad exceeded expectations, winning their first five matches, making it to the final sixteen schools in New South Wales.

We also did extremely well in the Terry Lamb 7s and

Canterbury Knockout, two carnivals organised by the Canterbury Bankstown Bulldogs. In the Terry Lamb 7s, the junior boys, junior girls and senior girls won their respective divisions and in the Canterbury Knockout, the girls team were also victorious in their division.

Mr Hughes

Public Speaking

This year, Hammondville Public School students were involved in preparing and presenting speeches for both the Multicultural Perspectives Public Speaking Competition and the Ultimo Operational Directorate Primary Schools Public Speaking Competition. All students from Kindergarten to Year 6 successfully prepared and presented speeches in front of their teachers and peers.

In Term 2, students in Stages 2 and 3 participated in the Multicultural Perspectives Public Speaking Competition. Two representatives from each stage were selected to compete in the local finals. Of these students, one of our Stage 2 representatives, Jules Cross, was successful progressing through subsequent levels and achieved representation at the State Multicultural Perspectives Public Speaking Competition which was held at the Teachers Federation building in Surry Hills.

In Term 4, all stages across the school took part in the Ultimo Operational Directorate Primary Schools Public Speaking Competition with one representative from each stage being eligible to compete at the local finals.

Through embedding public speaking expectations and activities in our literacy program as a whole school via the Speaking and Listening component of our curriculum, our students have continued to experience success in their ability to prepare and present impromptu and prepared speeches.

Mrs Churchill

Student Representative Council

The Student Representative Council (SRC) aim to be a body who instigate and inspire change, as representatives of their peers.

In 2016, two students from each class in Year Two through to Year 6 were elected to represent their classes at fortnightly meetings to discuss important issues and make decisions affecting our school and community. Two Year 6 SRC leaders confidently led these meetings and allowed all SRC members the opportunity to share ideas and thoughts on a wide range of issues. Students were enthusiastic and confident about sharing suggestions and feedback on behalf of their classroom peers. They were responsible for returning to their classrooms to report the minutes of each meeting to their peers and teacher.

Some of their accomplishments throughout the year included involvement with Harmony Day and

fundraising efforts through a successful whole-school morning tea to support of the Cancer Council. The SRC also assisted with the sale of Legacy badges within the school. After identifying the need for a wider variety of activities within the playground, the SRC begun a collection of donated Lego and other toys. SRC students gradually introduced these toys into the playground and were responsible for the set-up and recollection during recess and lunch times. The SRC have continued to be an integral part of our school community throughout 2016.

Mrs Peroni and Mrs Millott