

Hamilton South Public School

Annual Report



2016



3795

Introduction

The Annual Report for **2016** is provided to the community of **Hamilton South 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.

Mrs Sue Estens

Principal

School contact details

Hamilton South Public School

Kenrick St

Merewether, 2291

www.hamiltons-p.schools.nsw.edu.au

hamiltons-p.school@det.nsw.edu.au

4969 3795

Message from the Principal

Hamilton South Public School is:

H Happy

A Achieving

M Mentoring

I Inclusive

L Learning

T Technology

O Opportunities

N New knowledge

S Super Staff

O Organised

U Understanding

T Thoughtful

H Higher order thinking

Highlights from 2016 included:

Friends Day

What an incredible day! Even with the wet weather plan in place there were hundreds, and hundreds, and hundreds, of visitors to our school for Friends Day. The students really enjoyed having their grandparents, grandfriends, parents, aunts, uncles, family members, or friends at school. They were so proud when they showed their visitors their classrooms and around the school and loved showing their performance item to a very appreciative audience. Friends

Day is very important to our school community and we greatly appreciate the efforts (and distances) that people made to be part of it all.

Art Show

The Art Show was held at Friends Day. The display of students' individual art in classrooms was specular and so varied across the grades. The day before Friends Day, all students went on an art walk and were able to visit every classroom in the school. The art show is a major fundraiser for the school through the purchase of individual art or the class artworks. The support was amazing and resulted in an incredible \$11,500 being raised. Over \$5,111 came from the sale of individual students' art and \$6,389 for the sale of the class art works. The money was used across each stage group – Support Unit, Early Stage 1, Stage 1, Stage 2 and Stage 3 to enhance their resources to support 21st Century learning.

Sport

We had many achievements in the sporting field. Students participated in school and PSSA sporting teams as well as competing at regional, state and national competitions. Outstanding results came from the boys' soccer team, who were the NSWPSA State Champions, and individual swimming performances at state and national competitions.

Band

The school band had a very successful and busy year – performing at a number of community events and band competitions. The band participated in Band Link, Band Fest, the Education Week performance at Friends Day and the Christmas Winds Concert and at performances for students each term. Susan Philippa's skill in encouraging and supporting students has set the bar high in developing their music and performance skills. Thank you to the Band Committee who oversee the smooth running of the band and ensure the band continued success.

String Group

Our school's music program was extended through the formation of a string group in 2015. The group has increased its numbers in 2016. The enthusiasm of the group was very evident to see when they performed for the school and community. The performance at Presentation Day was outstanding. Our appreciation goes to Nicole Cox who is teaching the students.

Choir

The school choir performed at a number of events, including their very impressive performance at Presentation Day. The choir goes from strength to strength and sounds wonderful. Thank you to our very committed and enthusiastic choir conductor Melissa Moore.

Robotics

Our robotics group met each Friday morning throughout the school year. There were two groups: a beginners group and the students who participated in the RoboCup competitions. Students competed, and placed well at these competitions. Thank you to Jason Flood who continues to teach and coach our students each week. We all greatly appreciate his wonderful commitment to our school.

Debating

The Premier's Debating Team were regional champions! They competed at the end of last term against Kahibah Public School. It was a very close with the students debating the topic that boys and girls should never play sport separately. Our team were the affirmative and put forward excellent arguments. The result was a unanimous decision from the 3 adjudicators declaring Hamilton South the winner. Our debating team now heads to Sydney to represent the school and region at the state debating competition in November. Congratulations to the team on this outstanding achievement.

Canteen

The canteen, and the promotion of healthy eating, has gone from strength to strength. Thank you to the canteen committee, the canteen helpers and Mary Alford and Sam Burns our canteen supervisors. The menu changes regularly and is audited by Hunter New England Health and our school canteen passes with flying colours.

School Grounds

There have been many enhancements to the grounds at the school which have come as a result from the hard work of many people. The artificial turf in the K-2 playground has been replaced as it was damaged in a storm. During 2016 many areas of the school grounds, weeded, replanted, added to, enhanced, organised and built. These have all enhanced the playing areas and the environment of the school. The new play area in the K-2 has its own bridge and is a great hit with the students. The boat area looks great with paths, new plantings and its very own mermaid. Logs have

been laid to form garden beds, hedging planted and gardens weeded and replenished. Existing gardens have been mulched, fertilised and been given a makeover. Pumps that supply the water for the irrigation on the primary playing field were replaced and irrigation pipes redirected to provide more water to the grassed areas.

Classroom Resources

The P&C provided funds to enhance learning environments through providing resources to each Stage group to purchase resources. These included a number of iPads across the school. The P&C funded two interactive whiteboards to replace those in the Year 6 classrooms. These funds are greatly appreciated by both the students and teachers. A significant highlight for 2016 was the amazing involvement and support of the school community. On any one day there are always parents, grandparents and support people at Hamilton South assisting in some way to support students' learning and the school's programs. It is about working together to achieve great things for our students. This is evident on a daily basis.

P&C

I would like to sincerely thank the P&C for their invaluable help and assistance throughout the year. The outstanding support of parents and the school community has ensured improved outcomes for our students. This can be seen reflected in the hard work of the P&C, the Friends of Hamilton South, the canteen committee, the grounds committee, the uniform shop and fundraising committee. A special 'thank you' goes to the executive of the P&C, whose hard work and enthusiasm ensures every fund raising event is a success.

Sue Estens

Principal

P&C President's Report

The P&C continued to support the School through 2016 in improving the resources and opportunities for students at school. We have worked closely with the principal and teachers in identifying the best ways to add value to the school community. We spent just over \$54,000 on items such as teaching resources, the final instalment for the artificial turf in the primary area, a new sound system for the hall, new interactive whiteboards and blinds for classrooms.

Canteen

The canteen, and the promotion of healthy eating, has gone from strength to strength. Thank you to the canteen committee, the canteen helpers and Mary Alford and Sam Burns, our canteen supervisors. The menu changes regularly and is audited by Hunter New England Health. We are definitely running a very healthy canteen. A price review took place in the canteen at the end of 2016 and this has resulted in price increases across the less healthy foods, with a focus on keeping the healthy foods at lower prices.

Classroom Resources

The P&C provided funds to enhance learning environments across each stage, and this has been adopted as an on-going strategy, to allocate funds to each of the five Stages at the beginning of each year. This allows teachers to target what the funds are best used for.

Grounds

Our school grounds have been further enhanced this year. The artificial turf in both primary and infants areas are well used, and have had repairs and maintenance as necessary.

Uniforms

Thank you to Carly Wiggins who has been operating the school uniform shop each Tuesday. The second hand uniforms sold there continue to provide good income for the P&C.

Friends of Hamilton South

Thank you also to Fiona Frangos who has continued to run the Friends of Hamilton South, with the regular Mother's and Father's Day stalls and the Easter raffles all raising significant funds for the P&C.

I would like to thank all the active members of the school community for their on-going support of the P&C activities, which significantly enhance the learning environment for all our children. Events such as the trivia night also just enhance the feeling of community which we have. In particular I thank the hard working members of the executive and those who run the sub-committees; your commitment is integral to the success of the P&C.

Sarah Breusch

President

School background

School vision statement

'The School Community – Working Together for Children'

Hamilton South Public School encourages children to achieve their full potential by providing a quality life education in a co-operative, caring, learning environment.

On leaving Hamilton South Public School, students should:

- have a strong feeling of self-worth;
- have a sense of responsibility and respect towards themselves, their families, their school, the community and the environment;
- enjoy the acquisition and understanding of new knowledge;
- accept responsibility for their own lifelong learning;
- have developed communication and co-operative skills;
- have happy memories of their school experience; and
- have the ability to cope with change and access new experiences.

School context

Hamilton South Public School is an inner city school, consisting of 16 mainstream classes and 3 classes for students with disability. In May 2016 the school's enrolment was 427 students.

Parent support is substantial, and along with teacher commitment and enthusiasm, gives our students many opportunities to experience a diverse range of experiences.

The use of technology is extensive across the school and is ever changing to meet the needs of students.

The school provides extensive opportunities in the areas of sport, public speaking, debating and excursions.

Performance opportunities in music, band, choir, dance and robotics are encouraged and are highly regarded in the community.

Approximately 3.0% of our students (13) have a LOTE and 4.0% (17) an Aboriginal background.

Staff are committed to improving student outcomes to meet the varying needs of students. A differentiated curriculum supports students who are gifted and talented, students that require extension and provides support for students with learning difficulties.

Our school has a very effective Learning Support program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 **Learning domain** we focused on the *Curriculum and Learning* element and the *Wellbeing* element. Our curriculum delivery this year was greatly improved through in-depth staff development on physical fitness. This included understanding the research behind physical activity links to brain activity and mental health. Using innovative teaching approaches through fitness, especially 'Thinking While Moving', has supported effective development of knowledge, understanding and skills for all students. The introduction of the Wellbeing Framework to all staff started the review of consistent implementation of a whole school approach to wellbeing. Teachers across two stages trialled STEM units for the Department of Education that involved the implementation of teaching concepts, student design work, external observations and student showcasing of work. Collaborative learning, along with teaching partnerships based around STEM concepts, had significant benefits for students' learning.

Our major focuses in the **Teaching domain** were the elements; *Effective Classroom Practice*, *Professional Standards* and *Learning and Development*. Staff development based around 21st Century teaching and learning was pivotal in the development of all three domain elements. The development focused on the 4C's and research surrounding them, Tony Ryan's Thinkers Keys and technology that supported 21st Century Learning, especially Google Suite. This resulted in several classes establishing a Google Classroom for their class and 21st Century Learning strategies being embedded into programs and lessons K–6. Professional standards were developed through the establishment of the teacher performance and development cycle, where staff developed professional development goals that guided their learning for the year. This included all staff having a common goal on 21st Century Learning. The successful implementation of this program, including the timeline for implementation, led to teachers achieving targeted goals by the end of the year. Attendance at our Newcastle Local Management Group (LMG) executive team meetings set foundations for teaching practice and learning to be shared across schools, leading to Hamilton South Public School future directions in literacy teaching being established in K– 2 for 2017.

Our major focus in the **Leading domain** was the *School Planning, Implementation and Reporting* element. Planning for effective technology implementation K–6 was developed through stage planning days for iPads and app usage. This ensured funds were being distributed evenly and apps being effectively used in all classrooms. Professional development based around the School Excellence Framework was undertaken at staff meetings, with staff reflecting on the school's practices and evidence that aligned to the different elements in the framework. Review of milestones, based on the school plan, was completed in stage teams to evaluate 2016 progress and guide our 'where to next planning' for 2017.

Our self-assessment process will assist the school to refine the strategic priorities 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

Promote Quality Teaching and Leading

Purpose

To promote, build and sustain the professional learning of all staff members, by ensuring quality teaching is a consistent team focus which provides exceptional teaching to enhance student outcomes.

Overall summary of progress

Quality teaching and leading developed this year through a whole school focus on physical fitness. This has assisted us with meeting the Department of Education requirements of students completing 150 minutes of physical activity each week, as well as starting to be familiar with the new Physical Literacy Continuum. Six hours of staff development, lead by Professor Phil Morgan, was completed during Term 2. This including completing the professional development program, 'Thinking While Moving'. From here, Stage teams developed plans for physical activity on a grade and stage basis. Teachers commenced integrating components of 'Thinking While Moving' into numeracy and literacy lessons. A professional development survey reported that 100% of staff found the professional development useful in supporting the integration of physical activity into classroom teaching.

The full year implementation of the teacher performance and development plan (PDP) timeline was followed throughout the year resulting in all staff understanding the cycle and completing all sectors of the cycle. All teachers were involved in professional development opportunities that were based on their PDP goals. Staff who attended training shared key points and learning at staff meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students achieve grade standard clusters on the Literacy and Numeracy continuums and quality school based assessments.	76% of Kindergarten and 76% of Year 1 students achieved grade standard measuring against the Literacy continuum markers. 84% of Kindergarten and 99% of Year 1 students achieved grade standard in early arithmetical strategies.	\$8000 (including CTJ days)
10% increase the % of Year 3 and Year 5 students in the top two bands of NAPLAN Reading.	74.2% of Year 3 students at Hamilton South Public School were in the top two bands for Reading and 62% were in the top two bands for Year 5. There was a 2% increase of students in the top two bands for literacy in Year 5 and and 2% decrease of student in Year 3.	LAST support \$1000 (Stage Levy)
100% of teachers achieve PDP goal.	100% teaching staff achieved at least 1 of their identified performance development goal.	\$21 292.00 (Teacher professional learning)

Next Steps

- Continued staff development based on physical fitness, including utilizing the Physical Literacy Continuum as a tool for teaching and assessing of student fitness.
- Continued focus on embedding physical fitness into weekly lessons across KLAs.
- Executive to work towards formulating collated documentation of teacher performance and development goals. This is to assist maximizing training and development, collegial support and collegial discussion.
- Evaluate, and where needed, adjust CTJ days to allow for time effective KLA discussion and assessment.
- The use of the literacy and numeracy continuums as performance measures in 2016 was inconsistent for Year 2–6. This was due partly to user error and highlighted the need for teachers to have a greater understanding of how to use the continuums. Professional development on how to use and measure data will be a target area for improvement in 2017. Other ways of gathering effective data will be explored.

Strategic Direction 2

Enhance Quality Student Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Overall summary of progress

Our staff upskilled their knowledge of 21st Century Learning and its application to support teaching and learning. Staff development day Term 3 was centered around nine hours of training involving research studies on the Four Cs, Tony Ryan's Thinkers Keys, iPad and apps usage to support learning and the Google Suite. The establishment of a staff Google classroom provided a platform for sharing support documents that could be later accessed. Several classes commenced using Google classrooms for their students. The Four Cs and other 21st Century tools were built into teaching programs and used in classrooms to support learning across a range of KLAs.

Stage 2 and 3 teachers were involved with trialling STEM units for the NSW Department of Education. The involvement of stage teams lead to co-operative sharing of ideas among the two stages. High engagement of students was displayed throughout the units and there was an opportunity for students to showcase their design work at the conclusion of the unit. External teachers observed the showcase. Teachers presented a staff meeting based on STEM and how it was incorporated across maths and science.

The history syllabus commenced implementation into classrooms with teachers trialing units based on an even/odd year plan of topics. The geography syllabus had limited support for professional development ready for the end of the year so training was moved to the start of 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 6% increase the % of Year 3 and Year 5 students in the top two bands of NAPLAN Numeracy.	52.5% of Year 3 students and 56% of Year 5 students were in the top two bands for numeracy. There was a 7.8% decrease in Year 3 numeracy compared to 2015 and a 14% decrease in Year 5.	LAST staffing allocation \$4485
• 10% increase the % of Year 3 and Year 5 students in the top two bands of NAPLAN Literacy.	70.1% of Year 3 students and 49.5% of Year 5 students were in the top two bands for literacy. There was a 0.5% decrease in Year 3 Literacy compared to 2015 and a 9.5% decrease in Year 5.	LAST staffing allocation \$6022.00

Next Steps

- Continued staff development in 21st Century Learning (Future Focused Learning) to be conducted during 2017. This will include teachers sharing success, implemented strategies that have worked in the classroom, and exploring current up to date technology.
- Training on the geography syllabus will be completed by teachers at the start of 2017. Units of work will be taught in classrooms.
- Student Leadership across the school to be reviewed in 2017.

Strategic Direction 3

Develop Quality Learning Environments

Purpose

To develop learning environments that enhance students' learning and wellbeing to ensure that learning outcomes are achieved.

Overall summary of progress

Professional development on 21st Century Learning, embedding technology as a key competent, was implemented in the classroom. This enhanced the use of technology in teaching and learning through iPad Apps, interactive online tools, the Google suite and Google classroom. Classroom teachers shared best practice during teacher observations, with many teachers focusing on iPad use (connected with PDP goals). All classes have access to iPads as well as desktop computers, that are utilised for integrating and differentiating teaching and learning on a weekly basis. The replacement of interactive boards in classrooms commenced, with our school P&C funding the replacement of Year 6 boards.

All staff were involved in unpacking the Wellbeing Framework. This included professional development with staff working through components of Connect, Succeed, Thrive. NSW government documents were viewed and discussed to ensure a deep understanding of the research and findings that the document was based on. This formed the foundations for moving to reviewing our school policies and procedures in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of class, stage and school programs incorporate effective use of technology in learning.	All staff have students accessing desktop computers and iPads to support learning across various KLA's.	\$8260.71 \$31000.00 (P&C Funds)

Next Steps

- Technology plans to review organisational infrastructure for iPads (charging dock, trolley etc) and continue replacement of interactive boards.
- Continued professional development in current technology to support student learning.
- The Wellbeing Framework will be used to guide rewriting the school discipline policy.
- Review of sub strands within the Wellbeing Framework with the purpose of developing a Hamilton South Public School Wellbeing Framework.
- A review of Personalised Learning Support Plans, including layout and content will be undertaken to improve and enhance existing learning support process.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Additional part time temporary teacher was employed to assist individual and small groups. This included direct one on one teaching as well as team teaching. Targeted learning outcomes were identified in collaboration with the classroom teacher and parents to formulate a Personalised Learning and Support Plan.. This resulted in; strengthened support for aboriginal students, especially at key transition points and improved understanding of learning goals.	\$8869.57
English language proficiency	Identified students received support through the existing LAST program. Funding for Kindergarten student through the newly arrivals program (EAL/NAP) support student to meet all Kindergarten expected targets.	\$798.38 0.2 staffing component.
Low level adjustment for disability	School Learning Support Officers employed to assist curriculum access to learning support students in the classroom. Engaged parents/carers in consultative and collaborative meetings to guide personalised learning support that reflected students needs.	\$19967.00
Quality Teaching, Successful Students (QTSS)	Enhancement of mentoring in the school that allowed sharing of best practice. Driving organisation and preparation of key staff development focuses. Comprehensive creating, gathering and analysing of student data.	Staffing resources 0.354
Socio-economic background	School Learning Support Officers employed to assist individual and small groups access the curriculum. Improved student learning outcomes.	\$9562.77



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	217	217	228	233
Girls	193	192	203	192

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	96	96.7	96.9
1	95.1	94.7	96.2	94.6
2	96	96.3	95.4	94.8
3	96.5	95.7	95.8	95.3
4	94.4	96.5	95.8	94.7
5	96.4	95.6	95.9	95.8
6	94.4	95.7	94.6	95.4
All Years	95.6	95.7	95.8	95.3
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

A process is in place to manage non-attendance. Absence explanation notes are set home at the beginning of each semester for parents and carers to use. The Skoolbag App was introduced this year as a communication tool between home and school. Included in App is an absence explanation that allows parents to electronically send notes to the school. Class teachers monitor student attendance. Follow up phone calls are used to ascertain reasons for absences. The Home School Liaison Officer (HLSO) is in contact with the school to monitor attendance and provide support to students and their parents/carers. Student attendance in 2016 was similar to 2015 and remains above the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.67
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	6.22
Other Positions	0.17

*Full Time Equivalent

We currently have no aboriginal staff employed at our school. We do involve parent and carers in the development of personalised learning support plans.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

During the year staff undertook a number of professional learning activities that supported school targets, staff performance development plans and focus areas.

In addition to DoE compliance training, professional learning has included;

- Learning and Support Network Meetings
- Local Management Group (LMG) Executive Development
- Primary Executive Network Meetings
- *I on the Future 4* conference
- LMBR training – Principal, SASS and executive
- School Administrative Manager and School Administrative Officers Conference;
- SAS Staff Reference Group network meetings
- School Learning Support Officers Professional Learning Days;
- Bill Rogers seminar
- Growth mindset seminar

- Tony Attwood seminar
- Debating workshops
- Creative and Performing Arts conference
- History K– 6 Implementation
- *Thinking While Moving* whole staff development
- 21st Century Learning staff development
- BOSTES consistent judgement workshop
- Unpacking the Wellbeing Framework with Kerry Tulloch
- Primary Principals Association conferences and meetings

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	87 884.76
Global funds	184 829.71
Tied funds	100 436.48
School & community sources	127 771.83
Interest	1 416.34
Trust receipts	4 853.40
Canteen	0.00
Total income	507 192.52
Expenditure	
Teaching & learning	
Key learning areas	26 932.57
Excursions	5 825.87
Extracurricular dissections	74 130.21
Library	6 269.06
Training & development	5 934.89
Tied funds	88 809.05
Short term relief	37 165.36
Administration & office	56 454.53
School-operated canteen	0.00
Utilities	19 065.31
Maintenance	31 514.97
Trust accounts	2 412.06
Capital programs	31 568.00
Total expenditure	386 081.88
Balance carried forward	121 110.64

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	501 562.97
(2a) Appropriation	336 571.92
(2b) Sale of Goods and Services	2 589.42
(2c) Grants and Contributions	147 479.44
(2e) Gain and Loss	0.00
(2f) Other Revenue	14 392.50
(2d) Investment Income	529.69
Expenses	-490 668.22
Recurrent Expenses	-490 668.22
(3a) Employee Related	-230 535.69
(3b) Operating Expenses	-260 132.53
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	10 894.75
Balance Carried Forward	10 894.75

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.

In 2016 our school moved from OASIS to the LMBR finance system half way through the year.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 566 580.14
Base Per Capita	24 106.38
Base Location	0.00
Other Base	2 542 473.76
Equity Total	100 410.25
Equity Aboriginal	8 869.57
Equity Socio economic	9 562.77
Equity Language	798.38
Equity Disability	81 179.53
Targeted Total	612 742.59
Other Total	23 084.55
Grand Total	3 302 817.53

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.

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.

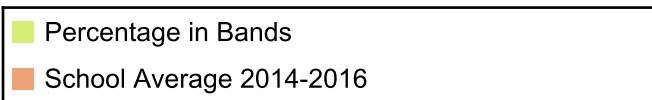
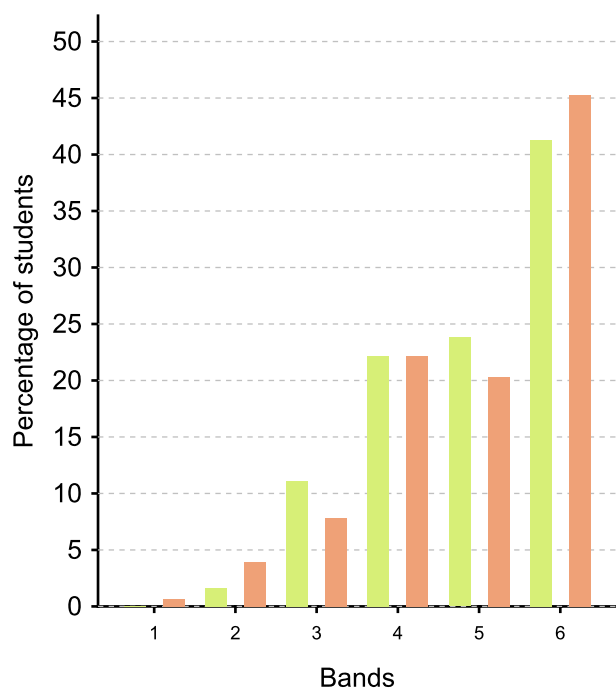
Our NAPLAN reading results included 74% of Year 3 students and 62% of Year 5 students sitting in the top two bands in Reading.

65% of Year 3 students and 60% of Year 5 students were in the top two bands for Grammar and Punctuation.

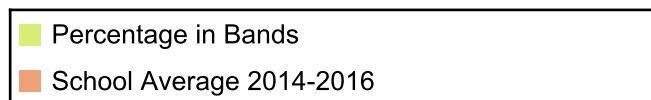
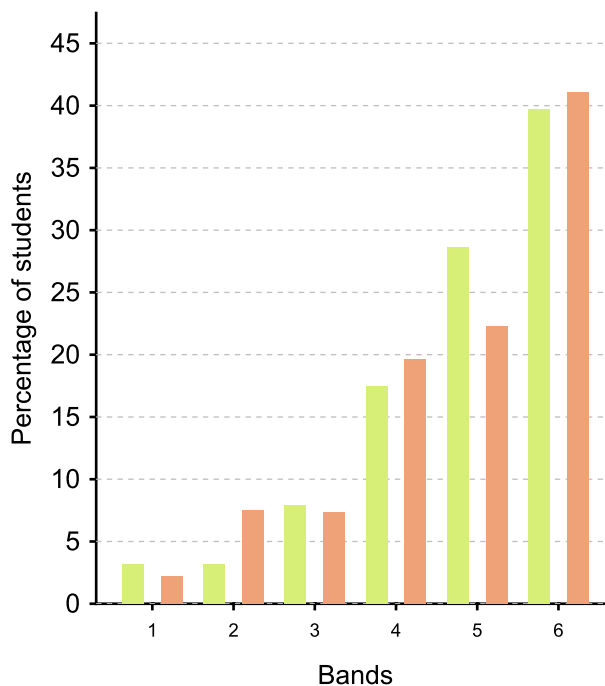
An average of 63.5% of students had expected or above growth from Year 3 to Year 5 in literacy.

The school mean for literacy was 462.6, well above the state mean of 431.1.

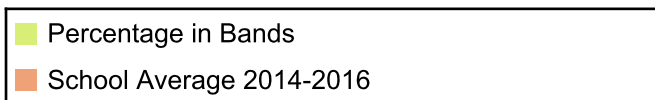
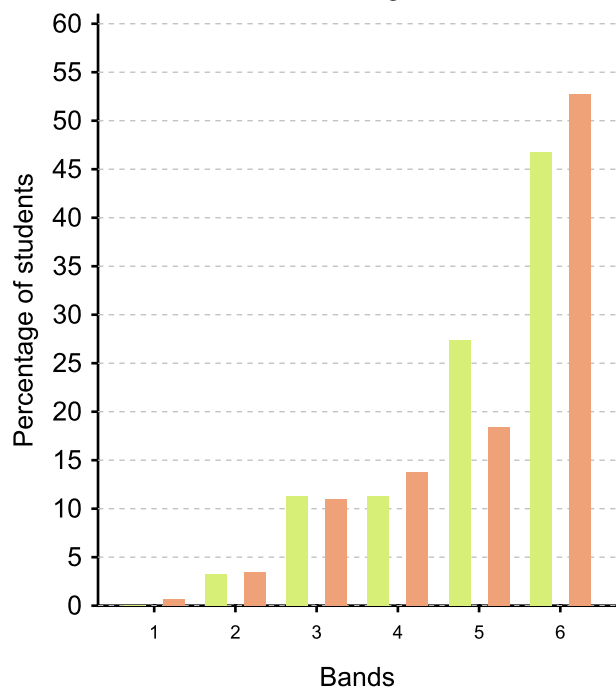
Percentage in bands:
Year 3 Grammar & Punctuation



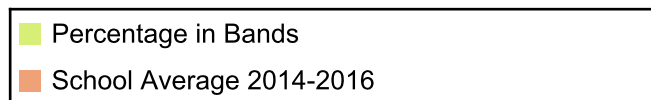
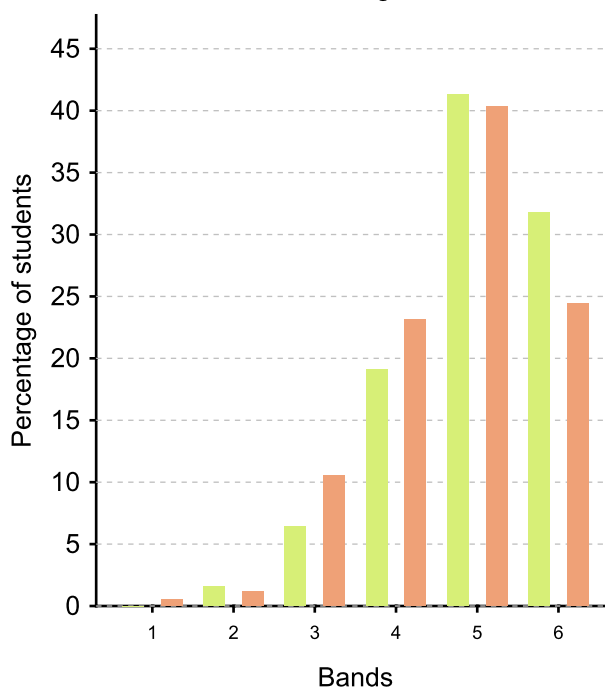
Percentage in bands:
Year 3 Spelling



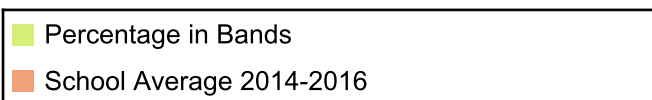
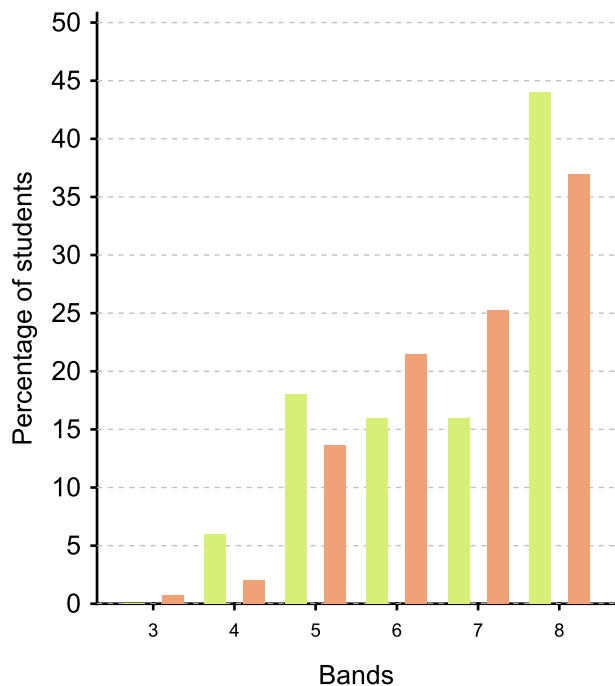
Percentage in bands:
Year 3 Reading



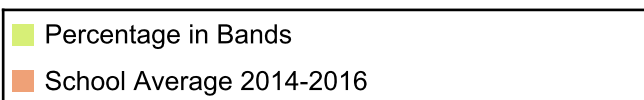
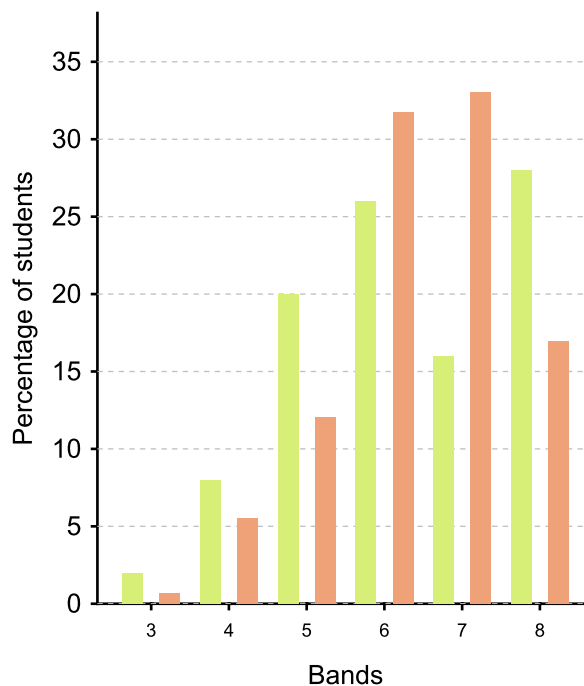
Percentage in bands:
Year 3 Writing



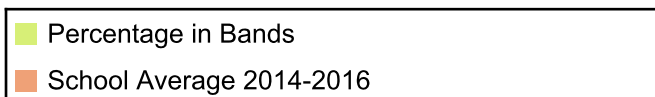
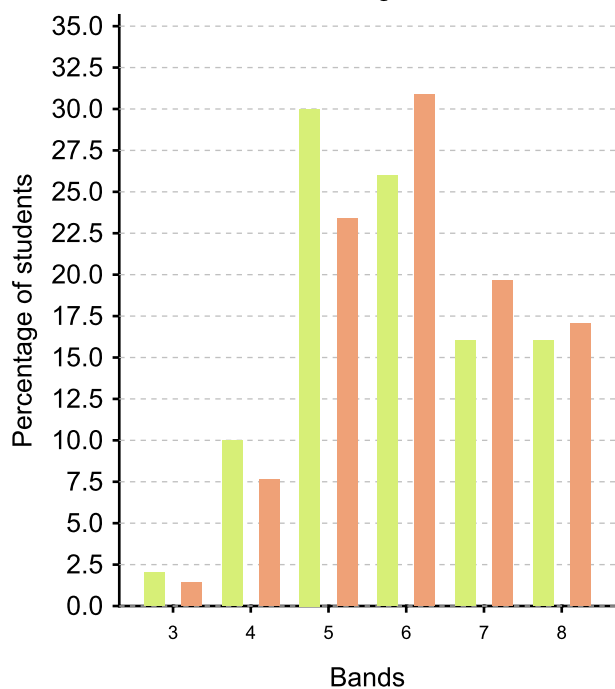
Percentage in bands:
Year 5 Grammar & Punctuation



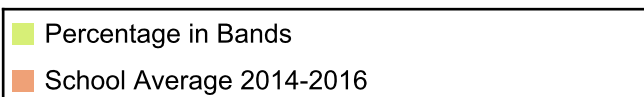
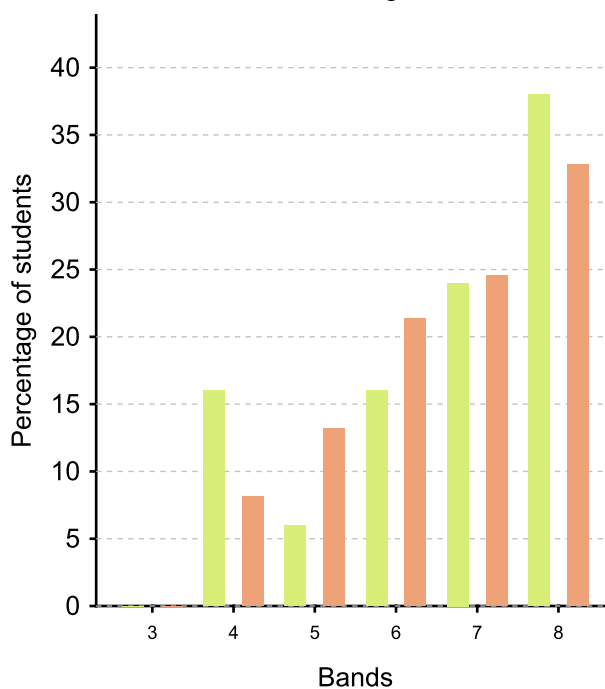
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



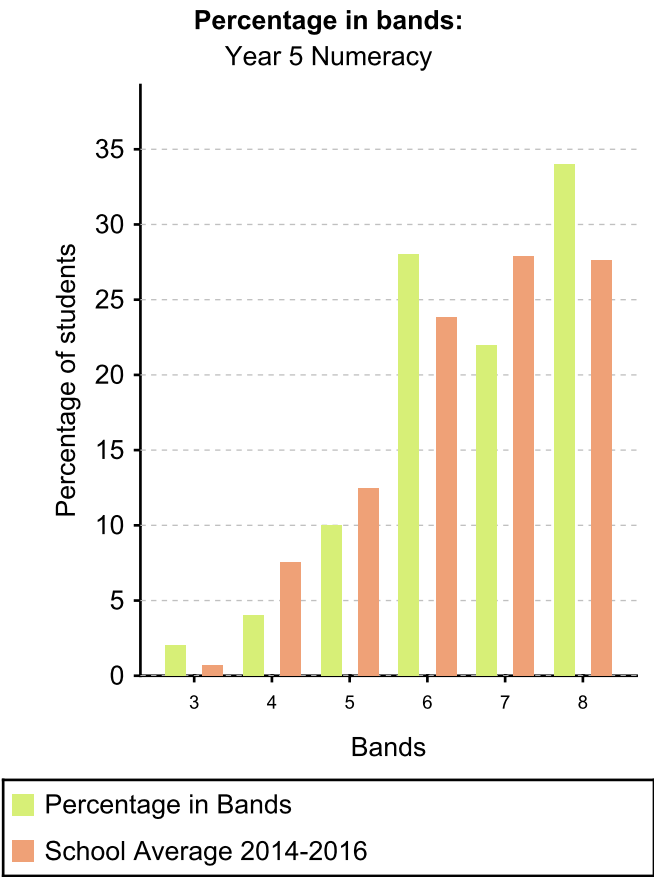
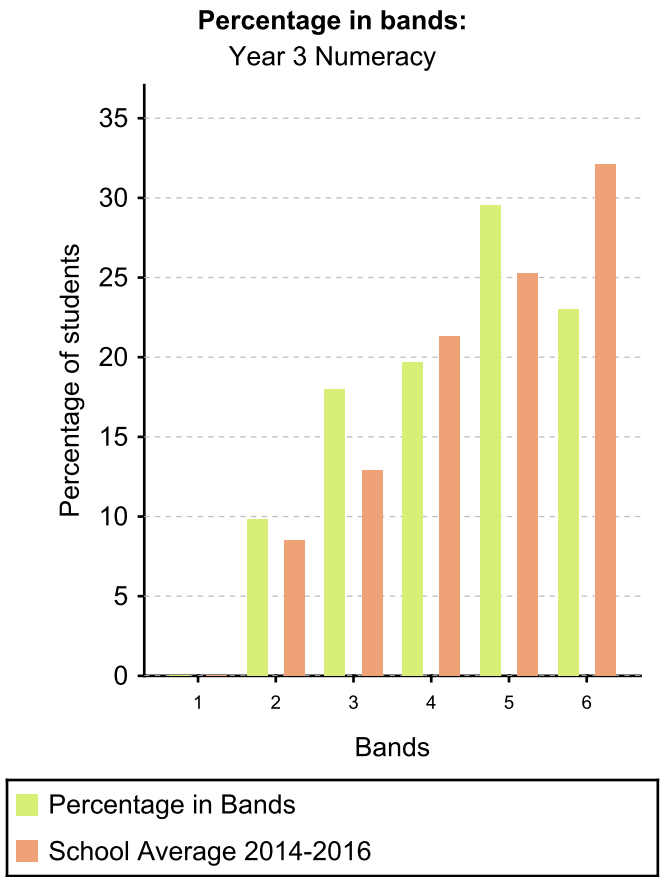
Percentage in bands:
Year 5 Reading



Our NAPLAN Numeracy results included 52.5% of Year 3 students and 56% of Year 5 students sitting in the top two bands.

76% of Year 5 students made expected or above growth from Year 3 to Year 5 in numeracy.

The school mean for literacy was 425.6, well above the state mean of 406.7.



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.

Premier's Priorities: Improving Education Results – Increasing the proportion of NSW students in the top two NAPLAN bands by 8%

70.1% of Year 3 students and 49.5% of Year 5 students were in the top two bands for literacy.

52.5% of Year 3 students and 56% of Year 5 students were in the top two bands for numeracy.

There was a 0.5% decrease in Year 3 Literacy compared to 2015 and a 9.5% decrease in Year 5.

There was a 7.8% decrease in Year 3 numeracy compared to 2015 and a 14% decrease in Year 5.

Premier's Priorities: Better Services – Improving Aboriginal education outcomes – Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%

Data is unavailable as we had under 5 students in both Year 3 and Year 5 sit the NAPLAN testing.

RAM Aboriginal funding was used to employ an additional part time temporary teacher to assist individual Aboriginal students and small groups in their learning. This included direct one on one teaching as well as team teaching.

Our Learning and Support Teacher worked with Aboriginal students on target literacy goals. Aboriginal students also participated in MultiLit.



Parent/caregiver, student, teacher satisfaction

As physical activity was one of our improvement focuses for 2016, we sought feedback from the students on aspects of its implementation. 86% of students across the whole school indicated that they enjoyed morning fitness sessions. 85% of primary students felt that their level of fitness has grown since participating in fitness sessions. 90% of Kindergarten students enjoyed doing movement activities while they are learning.

100% of staff found the physical activity professional development, including the *Thinking While Moving* training, useful in supporting the integration of physical activity into teaching and learning. 100% of staff reported feeling confident that they would be able to meet the 150 minutes physical activity requirements with their class each week.

Through discussion and meetings, both formal and informal, parents reported that they value the education their children receive at Hamilton South Public School and strongly support the wide range of school programs, including Learning Support programs and extra curricular programs. Feedback from parents after our Friends Day was overwhelmingly positive, with parents acknowledging a hugely successful day that celebrated student learning. The showcasing of students art was a highlight with 100% of class art pieces being purchased by the school community.



Policy requirements

Aboriginal education

Students with Aboriginal background all have personalized learning support plans that target the individual needs of students. This is done in consultation with parents, teachers and external support. Aboriginal perspectives are part of the teaching and learning programs in all classrooms and across all KLAS. Purchased resources across the KLAS support the teaching of Aboriginal perspectives. Students in Year 3 were involved in a local excursion where Aboriginal rangers worked with students on the heritage of our Newcastle area and the sacred areas for the Awabakal people. Funding in the Resource Allocation for Aboriginal Education supported additional LAST time in the classroom allowing class teachers one on one working time with students as well as group work support. This helped support strong relationship development between staff and students.



Multicultural and anti-racism education

Our school participated in Harmony Day this year which again supported funding our Sponsor child Kita. Students were asked to come in the colours of the Nepal flag (the country of our sponsor child) and were asked to provide a gold coin donation. All students participated in a string art activity that created the Nepal flag.

As part of an Olympic year, each class adopted a country which was a part of their class name for the whole year. Students looked at the culture, details and history of that country and made personal connections with the culture. This was all part of the lead up to a very successful school mini Olympics.