

Hambledon Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Hambledon 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.

Judy McEwen

Principal

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Message from the Principal

Welcome to our Hambledon Public School Annual Report for 2016. This report provides a summary of our achievements in 2016 and is a platform to communicate our priorities and the focus of our learning in 2016 – 2017. Once again, it has been a privilege and pleasure to lead and work with the Hambledon school community, demonstrating how we value learning for life. Our school enjoys a well-deserved reputation for strong academic achievement, a tradition of excellence and a caring, supportive school environment. We hold high expectations for student achievement and provide a wide variety of learning programs.

At Hambledon Public School we have a commitment to developing students' potential in all facets of learning, ensuring they develop a passion for their future education. We maintain high expectations of our staff and students, with all of us working cooperatively to achieve the best possible educational outcomes for each student. Quality educational opportunities identify and assist children with learning difficulties as well as address the needs of gifted and talented students. A wide variety of extra-curricular activities provide opportunities for children to develop a range of interests and skills.

I would like to thank in particular our school's executive team, Mr Wilkins, Mrs Cassidy, Mrs Marks, Mrs McNaught and Mrs Wanstall, for their leadership and hard work this year. Special thanks to Mrs Hussey for her leadership of our school's administration team.

Thank you to all our parents and family members who have supported us this year. I would particularly like to thank our P&C President, Mr Ty Hayes, for his work in leading his highly enthusiastic and supportive team.

Our dedicated Hambledon staff members continue to deliver high quality teaching and learning programs. They are committed to ensuring individual students are our priority. Every day our teachers encourage, care and challenge our students to be the best they can. The school staff is supported by an active and committed community, which works closely with our school to enrich our school programs and learning environment.

Message from the school community

2017 was a great year for our P&C. We had many highly successful and popular fundraising events that resulted in the presentation of \$20,000 to our school to enhance access to portable technology in classrooms. We will continue next year to raise money to improve the technological capability of our school.

Our regular school discos and days, such as the Mother's Day and Father's Day activities, are always a favourite with our children and have great support from teachers and parents.

The uniform shop committee has done a great job again this year. We would like to acknowledge the great work by the volunteers in running the shop and Mrs Deb Corkery for her leadership in this area. The profit from the sales of uniform

significantly contributed to the fundraising we have achieved. This year we have introduced some new uniform items which have been embraced by our children and parents.

We have increased our membership numbers again this year and we have seen more volunteers involved in our events. We have seen some new members from the Kindergarten parents and some more experienced members move on to high school after a long time assisting the P&C.

A huge thank you to Judy McEwen and Graham Wilkins who were active in all our P&C events and are always ready to lend a hand, including out of hours. We have also been fortunate to have our Assistant Principals attend our meetings on a regular basis; they share current updates regarding school directions and are eager to contribute to our school community. The hard work of Mrs McEwen and her staff is evident in the success of our school and the children that come to Hambledon.

I would like to acknowledge the hard work of our Executive Committee consisting of Craig Bennett, Jen Cassidy, Jen Kumar and Mel Hindmarch. We also have our sub-committees, who have worked tirelessly this year, giving up their time to ensure that we have had a successful year supporting the school and the school community.

I am looking forward to seeing you all in 2017, with an even more promising year ahead with some new fundraising initiatives for the community.

Ty Hayes – P&C President

School background

School vision statement

Hambledon Public School is committed to providing a vibrant and innovative learning community that engages every child in learning excellence. Through a nurturing environment that values diversity and engages the community with strong personal values, we encourage students to explore and connect with the world so they become confident, creative and visible learners who have the skills to succeed in their future roles within our community.

School context

Hambledon Public School is located on Bali Drive and serves a small part of the Quakers Hill Community. The school celebrated its 20 year anniversary in 2014 and has grown to over 630 students. Over a third of our school student body identify as being from a language background other than English, and education is highly valued by our school community. We have high expectations of our student, and our school motto “learning for life” inspires staff to equip students with the skills to learn and to adapt in an ever-changing world, and, at the same time, become “lifelong learners”.

Student learning and Welfare is a priority for Hambledon’s dedicated and conscientious staff. A mixture of experienced and early career teachers provide purposeful and engaging learning activities which cater for all students.

As a Positive Behaviour for Learning (PBL) school, we focus on teaching students the expected behaviours they will need to succeed in the wider community. These are regularly revised and expectations are outlined to the student body through the Student Representative Council (SRC). Our School Learning Support Team (LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. Through Quakers Hill Learning Community and Blacktown Learning Community, we provide a range of extra-curricular and extension programs to meet the needs of 21st century learners.

At Hambledon, we have constructed an environment which reflects the technological 21st century learning environment of today with a core focus on developing Visible Learners. Our learning programs are underpinned by John Hattie’s Visible Learning and utilise an array of technology to enhance access to syllabus outcomes and to ensure students can plan their future learning, make informed and strategic decisions about the world around them and develop a passion for learning.

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 2016, our staff at Hambledon Public School utilised the School Excellence Framework to support our aim of achieving excellence in every domain. Planned staff meetings were dedicated to examining the progress being made in relation to our school plan and ensuring our achievement milestones were based on our strategic directions and correlate with the School Excellence Framework. During Staff development days, teams of teachers examined the School Plan 2015–17 to determine areas of strength and development as we continue our learning journey. Community and student feedback was gauged through the ‘Tell Them From Me Survey’ and throughout the year, a team of teachers, led by the executive, assessed our progress against the School Excellence Framework and ensured our milestones were being achieved. Along with evidence through programs and school-based data, the criteria of 80% agreement by survey participants was deemed to be achieving each criteria of the School Excellence Framework outcome.

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

Student Learning: Develop students who are engaged, self-motivated, visible learners.

Purpose

Learning

- To develop students who take responsibility for their learning by using a strategic and planned approach to support the wellbeing of all students. Assessment is used to direct, develop and deliver quality teaching programs that are responsive to the learning needs of students.

Overall summary of progress

In 2016, our school continued to sustain and grow our learning culture, which is underpinned by John Hattie's Visible Learning framework. Strategies were implemented for students to become aware of learning qualities and ensure they act on feedback to take responsibility for their own learning. Through adopting a collegial approach across the school community, we have regularly assessed the directions of our learning goals by reflecting on student data and through feedback from the community. Our milestones are adjusted regularly to ensure a positive impact on engagement and learning in the classroom.

We have shown positive progress towards developing a collective responsibility for student learning by increasing the engagement of the community. Improved reporting and assessment systems have led to more accurate reporting to parents and a better understanding of each student's learning. Our continued work in the area of new curriculum development and implementation, including history, geography, science and using inquiry based learning, has ensured staff are continuing to align teaching and learning with best practice. WILF (What I am Looking For) and WALT (We are Learning To) processes underpin all learning and make it possible for students to set their own goals and demonstrate their competence in educational outcomes. The staff have continued to improve the feedback to students regarding their learning, and ensured students develop learning goals to direct their own learning. A strong emphasis on differentiating instruction in English and mathematics has been an area of focus for 2–6 through the use of "Bump it up Walls", while the specific needs and goals of students in Kindergarten and Year 1 have been implemented through the implementation of the L3 program. The Sound Waves program has been implemented to improve students' understanding of spelling strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To have 80% of students at the end of Year 2 reading at a level 24 PM independently.	The L3 initiative has been implemented in Kindergarten Year 1 and Year 2 with 81%, 73% and 82% of students, respectively, meeting the benchmarks for their grade.	RAM Equity Socio – economic background \$10, 000 School Funds \$10, 000 Professional Learning funds \$11, 500 TOTAL : \$31,500
To have a 25% increase in students in Years 5 and 7 achieving greater than or equal to expected growth in NAPLAN Literacy and Numeracy testing.	Year on year 12% more Year 5 students achieved their expected growth in reading while Year 7 students increased by 6%. In Numeracy, 12% more Year 7 students achieved their growth targets. In Year 5 growth was 11% more.	\$21 598 mixture of extra LaST and SLSO time to support students.
To implement Visible Learning so 90% of students have a positive effect size, and for Years 3–6 to have an average effect size of 0.6 in reading, writing,	Positive effective sizes were achieved for the majority of students. Below lists the percentage of students with a positive effect size and average effect size.	QTSS funds \$23,717

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
grammar, spelling and English.	Reading 96% average: 0.55 Writing 85% average: 0.62 Spelling 98% average 0.54 Grammar and Punctuation: 88% average 0.43 Numeracy 98% average 0.62	
For all students to recognise what makes a good learner and to set personal learning goals as shown by survey data.	According to a survey, of students 80% of students reported setting learning goals.	As above
For all students to be receiving effective feedback in the classroom as shown by survey data.	53% of students reported receiving feedback all the time and 37% of students reported receiving feedback sometimes.	As above

Next Steps

Moving forward, Hambledon will continue to look at ways to actively collect and use information to support students' learning.

Learning Culture and Wellbeing

The Learning Culture and Student Wellbeing will be underpinned by Visible Learning and the PBL program. Improvements in these two areas will be initiated by a revised and renewed PBL system with the core elements of the program being split into two. Alongside the existing citizenship program, learning attributes will be implemented which focus on developing students' awareness of what constitutes a good learner. Quality teaching and clear, defined behavioural expectations will ensure a positive teaching and learning environment.

Curriculum and Learning

The L3 program will be extended into Year 2 classrooms, and the introduction of the TEN program will be implemented throughout 2017. The school will also focus on developing Gifted and Talented learning opportunities. High achieving students will be identified and specific funding has been set aside to focus creative and critical thinking programs in English, Mathematics and technology. A continued focus on integrating technology in all classrooms will aim to improve student knowledge and skills, and provide them with increased and varied learning opportunities.

Assessment and Reporting

Hambledon will continue to embed practices to enable students to reflect on assessment and plan their learning so they can become assessment aware learners. Standardised data collection across Years 1–6 will improve tracking of student understanding. The full implementation of the numeracy assessment, linked to the continuum, along with standardised Mathematics assessment will improve tracking of students in Numeracy. Student–friendly rubrics and self–assessments continue to be implemented across all grades and additional information at parent teacher interviews and in school reports will help to embed a school wide culture that reflect on student learning.

Student Performance Measures

Our key focuses for 2017 will be to continue improving student performance measures in Numeracy and Literacy. An in–depth analysis of students writing, reading and number will provide direction for teaching programs and more regular assessment, and a five week teaching cycle will enable teachers to program learning according to student needs.

Strategic Direction 2

Teaching: Foster a culture of high expectations and quality teaching practices

Purpose

Teaching/Leading

- To empower teachers to implement evidence-based teaching strategies informed by student assessment data. To implement explicit systems to ensure collaboration and feedback are a part of quality teaching practice. To ensure all staff demonstrate personal responsibility for maintaining and developing their professional standards through professional learning which is aligned with the school plan.

Overall summary of progress

Overall summary of progress

In 2016 Hambledon staff have continued to focus on developing a culture of high expectation and quality practice. All teachers developed goals relating to their own professional development with a collective school goal, which focused on trialling and investigating elements of Visible Learning. Teachers demonstrated a broad commitment to their ongoing development as members of the teaching profession.

Achievements in teaching elements in 2016 include: the implementation of a numeracy assessment linked to the continuum; the implementation of sharing afternoons focused on integrating technology and differentiation; the development of strategies to implement explicit feedback into classrooms; integration of technology with HP tablets being utilised in all 3–6 rooms and a focus on professional development to enable staff to use Office 365 in their daily teaching practice. The continued implementation of the PDP (professional development plan) process and refinement and professional development of curriculum outcomes will improve teaching standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All learning programs will have 21st century and technology skills embedded and explicitly taught.	All classes have access to wireless technology and ICT skills are implemented into learning programs to reinforce syllabus outcomes. Specific skills are taught by teachers and during research sessions.	P&C Funds \$20, 000 School Funds \$22,000 Computer Coordinator Funds \$18,000 Total : \$60, 000
All teachers will understand and demonstrated a broad commitment to the Professional Development Framework and Australian Teaching Standards.	All teachers completed PDPs which are linked to the Australian Professional Teaching Standards, and their personal goals are linked to their own professional development and the school's Visible Learning strategy.	RAM Professional learning to support programming and planning \$10,000
All stages will show differentiation within English and Mathematics programs with a focus on Gifted and Talented programs.	All English and Mathematics programs show differentiation to accommodate the learning needs of all students. Gifted and Talented programs in Mathematics, English and coding have been established for high achieving students.	Teacher casual relief Literacy and numeracy \$2, 500
The NSW National Curriculum will underpin all programs with inquiry learning, technology and differentiated curriculum content embedded as needed.	The NSW National Curriculum underpins all KLAs. Inquiry learning forms the basis for History, Geography and Science and all Mathematics and English programs have embedded differentiation.	Teacher casual relief Literacy and numeracy \$2, 500

Next Steps

Effective Classroom Practice

The aim of the Visible Learning committee is to continue implementation of Visible Learning. All staff have a shared professional development goal to implement and integrate Visible Learning practices, including regular, meaningful feedback, learning intentions and success criteria, to improve student learning. The focus group will continue to refine the “Bump it up Walls”, feedback and the tracking of student results in reading, writing and mathematics. Additionally, they will explore ways to improve collective teacher efficacy through instructional leadership so all staff share a self-perception that teachers in our school make an educational difference to students' learning. Modification of the PBL system to include student learning will assist students in becoming self-directed learners.

Data Skills and Use

In 2017, the school's leadership team will conduct a review of assessment at Hambledon with a focus on developing more streamlined data collection and ensure the school moves towards excelling in this area. The focus will be to reframe some of our data against the three types of assessment criteria for/as/of learning to build a more individualised picture of student learning and thus develop more effective learning programs. Standardised assessments in mathematics will be implemented in Years 2–6 to complement the Numeracy continuum assessment, and a focus on specific reading data through L3 will continue to improve best practice.

Collaborative Practice

A review of the Gifted and Talented policy and increased professional development in this area will improve the ability of staff to identify and cater for high achieving students. A focus on developing differentiated learning and quality assessment based on best practice and Consistent Teacher Judgement will ensure all staff improve their teaching practice and therefore the learning of students. Teaching and learning cycles will focus on 5 week for mathematics and English with a core focus on constructing learning programs that implement effective strategies for differentiation and consistency of judgement and practice.

Learning and Development

Staff will continue to participate in professional learning aligned with Hambledon's strategic plan and their own learning goals. Professional development based on evidence and research, including Visible learning and gifted and talented education, will be a core focus for professional development in 2017. L3 and TEN will continue to be a priority for all staff teaching Kindergarten to Year 2. Critical feedback in a support environment will underpin all teaching observation and enable the school to progress to excelling rather than sustaining and growing.

Professional Standards

Teaching staff demonstrate and share expertise through staff development, planning days and through working in three specialised focus groups. Teachers will continue to work beyond the classroom on school programs and staff will ensure all their professional learning is linked with the teaching standards and evidenced based teaching strategies. Staff will participate in professional development focused on gifted and talented education, spelling, TEN, L3, integrating technology and Visible Learning. Beginning teachers will continue to be supported by their assigned mentor, their stage team and through professional networking at Blacktown Learning Community early career meetings.

Strategic Direction 3

Leading: To lead a community which values, and is engaged in, learning.

Purpose

Leading/ Community

- To lead a culture of high expectations and community engagement with the school's vision and strategic directions, where individuals and groups value learning and are committed to strengthening school partnerships. Resources and management systems, structures and processes underpin ongoing school improvement.

Overall summary of progress

In 2016, the focus of the leadership team has been to continue to develop stronger connections with the Quakers Hill Learning Community and the Hambledon Educational Community. An effective transition program has been implemented to support students coming to Hambledon Public School, including pre-kindergarten students, who participate in increased transitional activities and reading afternoons for both students and parents. Increased connections with Quakers Hill High and other local schools have enabled more effective high school transitions and provided a range of extended learning activities for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 50% increase in parental involvement in the P&C and affiliated events.	There has been a 100% increase in attendance at P&C meetings and a 60% increase in parent participation at school events.	Community Engagement money \$4, 000
Parent surveys show an increased ability to support their child's learning at home	Year on year there has been a 5% increase in parental support for learning as shown through survey data. Story time and Kinder transitions programs to engage families	Community Engagement money \$4, 000
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.	According to "Tell them from me data", Year on year, there has been an increase in the sense of inclusion and parents feeling welcomed at Hambledon.	Community Engagement money \$4, 000
School leaders will build links with other school networks to share resources and develop curriculum.	There has been a continued building of the Quakers Hill Learning Community to foster more learning opportunities for students at Hambledon.	Community Engagement money \$4, 000
A reduction of incidents resulting in detention as shown by PBL data.	Year on year there has been an 11% improvement in behaviour at Hambledon as shown by PBL data.	Community Engagement money \$4, 000

Next Steps

Leadership

The school's leadership team will continue to focus on improving communication between the school and students through reforming the newsletter and enabling parents more access to learning initiatives that are occurring at the school. The school is working on developing stronger connections and partnerships with the wider community to explore new learning opportunities for students.

School Planning Implementation and Reporting

The staff at Hambledon incorporate evidence-based strategy and innovative thinking. Data gathering tools, such as TTFM surveys, will continue to broaden our understanding of where strategic school improvements need to be made. Through planned and regular professional development, focused on the school strategic plan, staff will improve their knowledge of each strategic direction and will be able to articulate its purpose and direction.

School Resources

The school will continue to focus long term financial planning on improving student learning outcomes and implementing best practice through professional development.

Management Practices and Processes

The leadership team at Hambledon Public School will continue to improve practices and develop more efficient and effective leadership strategies. Continued professional development for executive staff on instructional leadership, the implementation of LMBR and Quality Teaching will ensure their capacity to plan our strategic direction and school plans beyond 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Progress in student learning has been achieved with 96% of students from Aboriginal or Torres Strait Islander descent achieving growth in all key aspects of literacy and numeracy.</p> <p>Personalised Learning Pathways developed for Aboriginal families who wish to participate in this process twice a year.</p> <p>Years 5 and 6 students participated in joint Indigenous Community and Culture day at Quakers Hill High school.</p>	<p>RAM Equity Aboriginal Background</p> <p>\$3,000 teacher relief</p> <p>\$3, 850 SLSO</p>
English language proficiency	<p>EAL/D students have shown progress with 89% of students achieving growth in Literacy and 93% in Numeracy.</p> <p>Additional EAL/D teacher time dedicated to support students individually, in small groups and in classrooms.</p>	<p>RAM Equity – English Language Proficiency</p> <p>\$23, 881 – extra day a week EALD teacher time</p>
Low level adjustment for disability	<p>Students have shown progress in their academic achievements, with an average of 85 % of students in Years K–2 achieving their cluster marker in Reading and 73% of students achieving the grade markers in writing. A year-on-year reduction in the number of students below National Minimum Standards (NMS) in the 2015–2016 NAPLAN data, including 0% of students below NMS in Year 3 for writing, spelling, grammar and punctuation.</p> <p>Extra time dedicated to support targeted students across the school individually, within small groups and in classrooms. Remediation and extension students are a focus.</p>	<p>RAM Equity – Low Level Disability</p> <p>\$21 598 mixture of extra LaST and SLSO time to support students.</p>
Quality Teaching, Successful Students (QTSS)	<p>Effective feedback has been implemented into all classrooms with all teachers participating in professional development and observations.</p> <p>Executive team gained extra release to observe, support and mentor teachers in their teams.</p>	<p>Quality Teaching RAM</p> <p>\$23,717</p>
Socio-economic background	<p>Additional funding provided SLSO time for classrooms during mathematics and English lessons. Funds were also allocated for the L3 initiative.</p>	<p>RAM Equity – Low Level Disability</p> <p>\$ 10 000 both extra LaST and SLSO time to support students</p> <p>\$10 000 allocated to support L3 training</p>
Support for beginning teachers	<p>All beginning teachers receive additional support and funding during the first three years of their career. Support is offered through access to additional professional development and mentoring time with their supervisor. There were 2 teachers eligible for this scheme in 2016.</p>	<p>Beginning teachers funds:</p> <p>\$ 17, 000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	329	320	314	323
Girls	298	316	319	299

Hambledon has a total enrolment for 2016 of 622 students. This represents a small decrease from 2015, however, we expect the upwards trend to continue in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	95.2	94.7	95.8
1	95.3	95.7	92.6	94.2
2	94.9	95.5	95	94.2
3	95.2	96.6	95.6	95.5
4	95.2	94.3	93.8	93.8
5	95	96.2	93.7	94.9
6	94.6	94.8	94.4	93.6
All Years	95.2	95.5	94.3	94.6
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

Hambledon Public School is proactive in managing students of non-attendance. Together with the Home School Liaison Officer (HSLO) students, whose attendance is of a concern, are identified and strategies implemented to improve attendance. In 2016, attendance at Hambledon Public School remained above state average. Attendance is monitored and encouraged through:

- Encouragement of students by fostering a safe and respectful learning environment;
- Consistent communication with parents by notification letter, telephone or interview;
- Stringent adherence to the school attendance policy, which can be found at the school webpage;
- Continued implementation of strategies to encourage and support students to attend school;
- Reporting attendance concerns to the HSLO;
- Meetings between the HSLO, Deputy Principal and parents to discuss areas of concern and ways the school can support improved attendance.

Class sizes

Class	Total
KL	20
KH	17
K/1A	22
KV	19
KT	18
1C	21
1S	20
1P	22
1M	22
2/3T	30
2J	26
2H	26
2C	26
3M	27
3K	28
3S	29
4W	29
4T	28
4M	29
5N	29
5M	29
5K	28
6J	27
6H	27
6P	27

Structure of classes

Classes are structured to best suit the learning needs of students. All composite classes are focused as gifted and talented classes to meet the needs of high achieving students in those grades.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

In 2016, one member of staff identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Significant professional learning was undertaken by Hambledon Public School staff in 2016. All staff participated in weekly professional development sessions and undertook training to improve pedagogy, knowledge and Department of Education requirements. Professional development was designed to build the capability of staff to achieve the key priorities set out in our School Plan. The focus areas for 2016 included: Visible Learning, L3 literacy program for Kindergarten and Year 1 teachers, Sound Waves Spelling program,

introduction of the new syllabus documents for the Australian Curriculum with an emphasis on History and Geography; Office 365, Numeracy continuum assessment and the updating of current Department of Education and Work, Health and Safety requirements. Additionally, focus groups were continued to prioritise, promote and extend learning in the areas of; mathematics, science, Visible Learning, technology and music. Teachers also participated in specific training and development in technology and leadership including; Growth Coaching, Simon Breakspear's change management, Digital Programming and Coding, LMBR training and PDP training.

The establishment of a early-career teacher network by Mrs Julia Wanstall, enabled teachers to learn from experienced teachers and principals and connect with other teachers from across our learning community.

The staff sharing program also continued, allowing teachers with expertise in a given field to share with staff members on an on-going basis.

This year a number of classes have had pre-service teachers. A pre-service teacher is a student from a tertiary institution who has not completed their teaching qualifications and is completing the teaching practice requirements of the pre-service education course. Hambledon has continued their strong affiliation with The University of Western Sydney and the University of Technology Sydney. All staff, who will mentor pre-service teachers in the future, completed training through the University of Technology.

Hambledon Public School has two New Scheme Teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation while 16 of our new scheme teachers are in the maintenance phase. During 2016, one casual member of staff obtained their professional teacher accreditation.

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.

During the year, we received \$14 000 in voluntary contributions from families attending our school. This year to accommodate the changes in the new financial system, and to allow for increased space for staff, we spent \$17 500 on the main offices being refurbished. The new spaces enable staff greater access to areas to work with students on individual assessments and teacher planning.

A large amount of money has been focused on teacher professional learning. With \$31, 500 spent on training teachers in L3 across Years Kindergarten to Year 1. Over \$10,000 was spent on staff being released to observe each other in classrooms and give feedback regarding teaching pedagogy and Visible Learning with a focus on feedback.

This year we also spent \$60,000 on increasing the number of HP tablets and portable technology in classrooms across our school. We thank our P&C for donating \$20, 000 to support this increased access and the use of school funds to bridge the gap.

Income	\$
Balance brought forward	501 323.93
Global funds	298 301.35
Tied funds	385 749.78
School & community sources	181 156.01
Interest	7 683.75
Trust receipts	37 519.60
Canteen	0.00
Total income	1 411 734.42
Expenditure	
Teaching & learning	
Key learning areas	88 063.57
Excursions	25 797.90
Extracurricular dissections	50 572.19
Library	17 547.54
Training & development	520.00
Tied funds	277 708.74
Short term relief	78 706.80
Administration & office	74 268.01
School-operated canteen	0.00
Utilities	38 451.45
Maintenance	17 264.31
Trust accounts	22 343.87
Capital programs	17 500.00
Total expenditure	708 744.38
Balance carried forward	702 990.04

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	777 428.51
(2a) Appropriation	706 438.07
(2b) Sale of Goods and Services	3 981.36
(2c) Grants and Contributions	65 129.68
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 879.40
Expenses	-296 433.65
Recurrent Expenses	-296 433.65
(3a) Employee Related	-167 518.95
(3b) Operating Expenses	-128 914.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	480 994.86
Balance Carried Forward	480 994.86

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.

The school's day-to-day finances are managed by the School Administrations Manager (SAM). School budgeting is overseen by our committee, comprising of the Principal, Deputy Principal, Executive Team and parent representatives.

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	3 953 348.52
Base Per Capita	34 155.12
Base Location	0.00
Other Base	3 919 193.39
Equity Total	350 304.40
Equity Aboriginal	6 850.34
Equity Socio economic	33 124.64
Equity Language	166 710.53
Equity Disability	143 618.88
Targeted Total	127 190.87
Other Total	85 817.02
Grand Total	4 516 660.80

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

School-based assessment

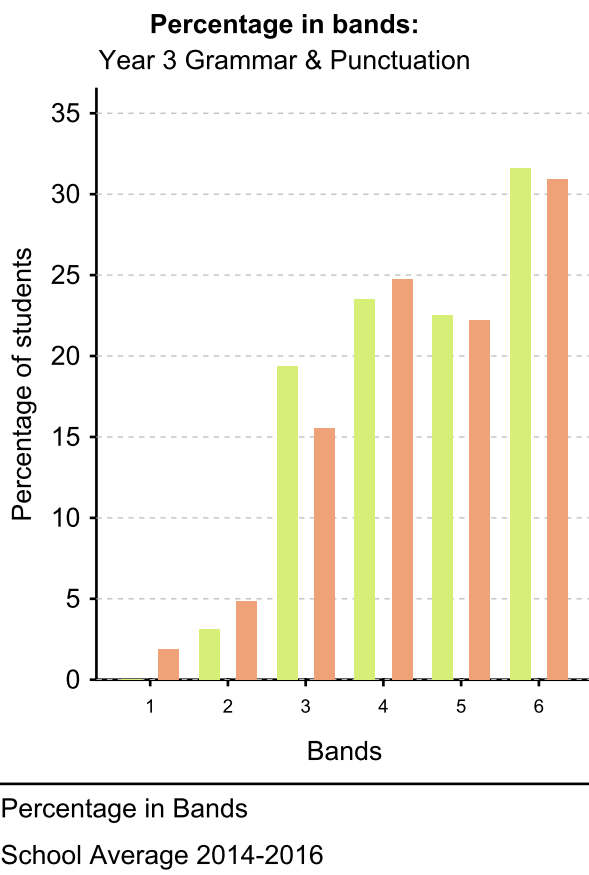
Hambledon Public School provides a written report twice a year student outlining progress. Interviews or meetings also occur throughout the year. The learning program for all students is based on the NSW syllabuses for the Australian Curriculum and informed and directed through assessments, which occur during and after each phase of learning. The focus of all teaching, learning and assessment is to provide differentiation and inform future direction of learning. Students are encouraged to become assessment aware through discussions and evaluations of their learning. Teachers use Consistent Teacher Judgement principles to gauge students across the grade and use both standardised and authentic school assessments, which are embedded in learning.

Two main focuses on improving assessment in 2016 were:

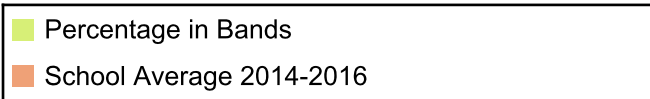
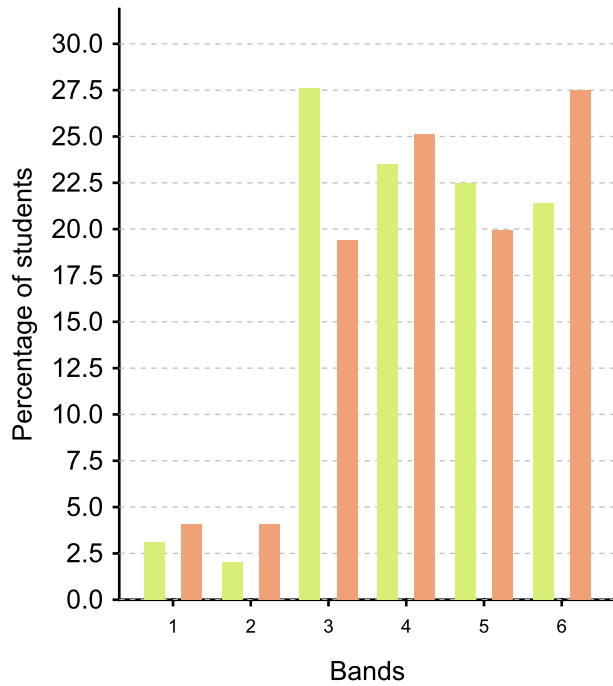
- To improve feedback so it is specific, relevant and timely. This has been done through professional development of staff and an increased focus on peer and self-assessments.
- To implement a school wide Numeracy assessment, which is based on SENA testing and linked to markers on the Numeracy Continuum, so teachers are better able to track students' levels of understanding and therefore plan learning activities.

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.

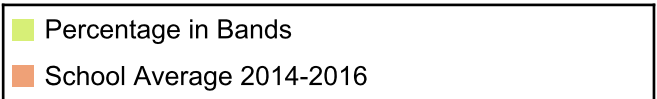
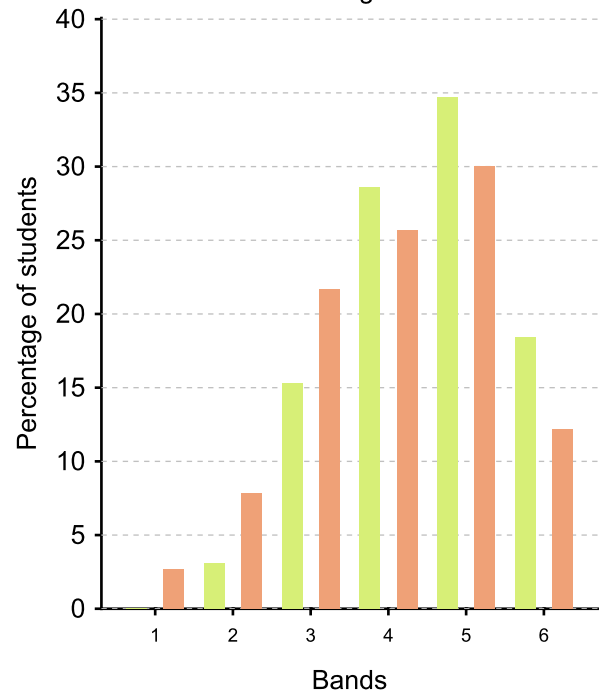
Students in Years 3 and 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy. Students in both Years 3 and 5 maintained a positive trend of increasing performance above National Minimum Standards. Across all aspects of NAPLAN there have been reductions in the number of students achieving below National Minimum Standards with 0 students below NMS in Year 3 reading, writing and spelling. 53% of students have achieved in the top bands in Year 3 writing, which is an improvement on previous years. Overall, achievement has continued on trend with greater than expected growth in Year 5 reading and writing. Following detailed analysis of student data, it has been determined that during 2017 the school will continue to expand the implementation of L3 in Years K–2 and develop differentiated learning for writing and reading in Years 3–6. This will include the use of Pobble to give effective feedback to students about their work. The effects of the L3 program will not be evident until 2018 with NAPLAN results from the first cohort of students to complete the entire program due in 2019.



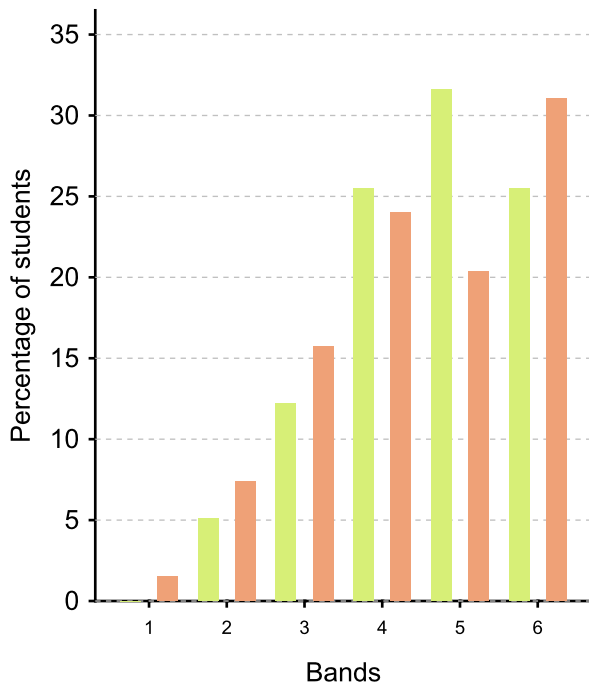
Percentage in bands:
Year 3 Reading



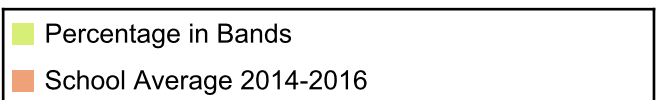
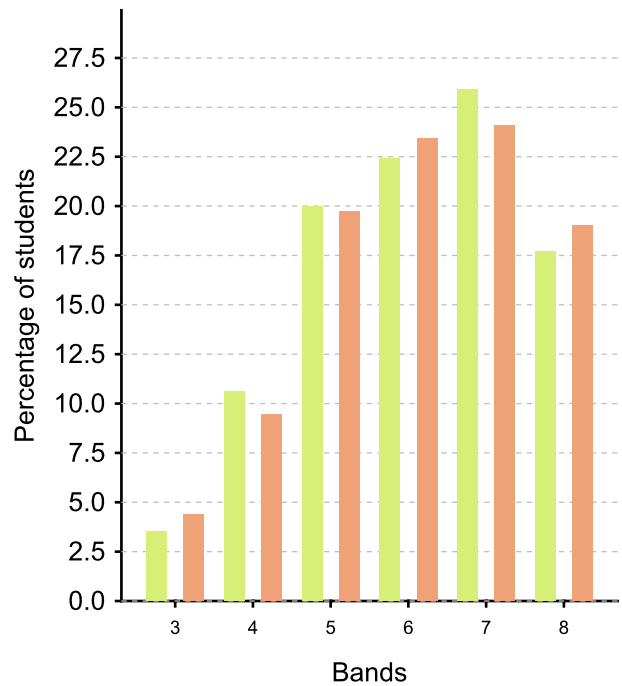
Percentage in bands:
Year 3 Writing



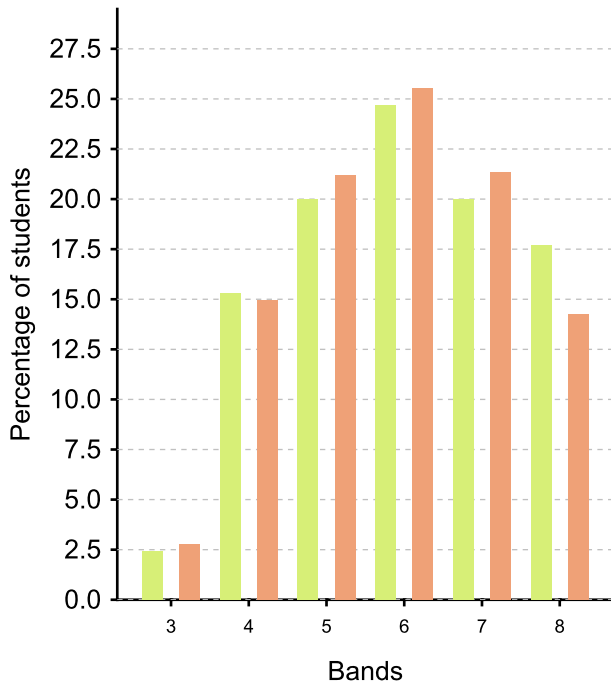
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

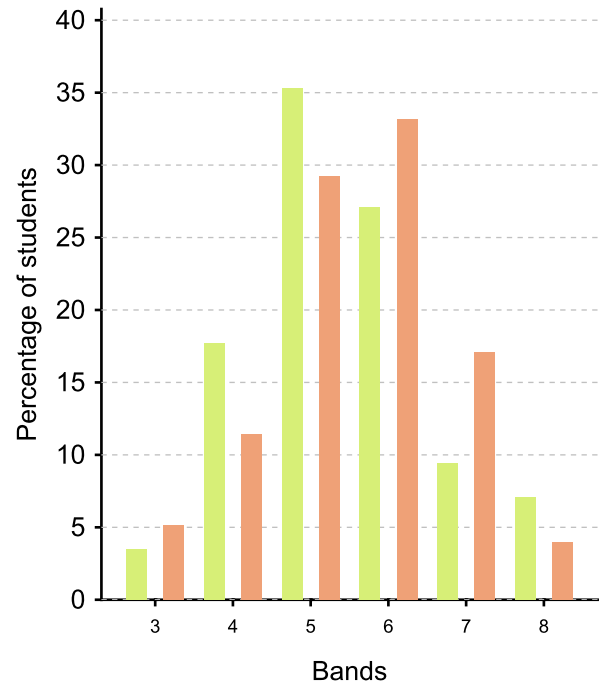


Percentage in bands:
Year 5 Reading



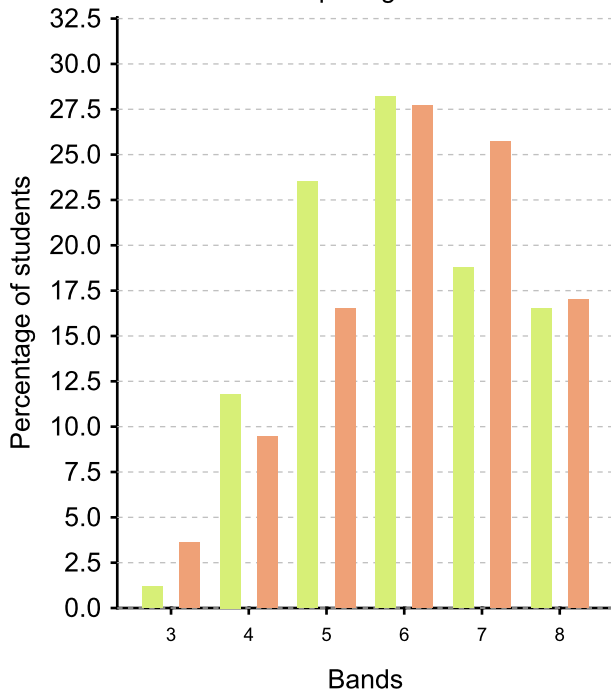
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

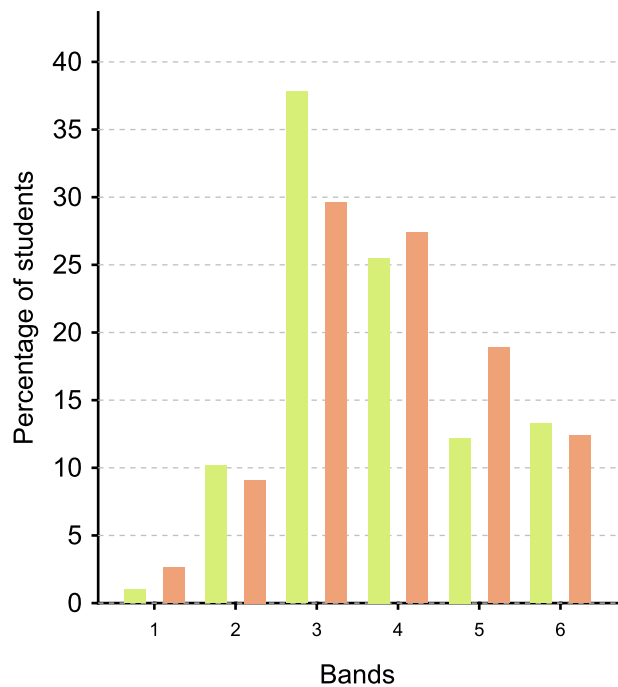
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

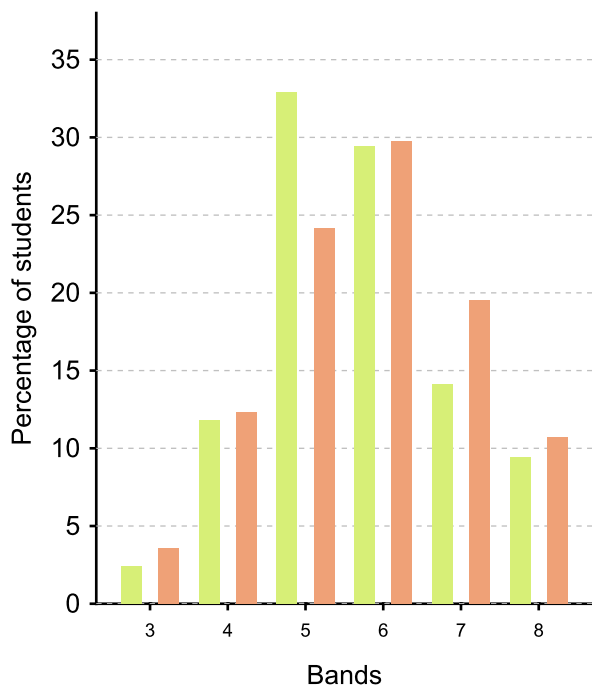
In 2016, there was a reduction in the number of students achieving below National Minimum Standards. Following an analysis of data, the TEN program has been initiated into Years K–2 and a review of how mathematics is taught in Years 3–6 with a greater focus on developing lessons that are meaningful and relevant for students.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.>

Parent/caregiver, student, teacher satisfaction

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

Their responses from surveys are presented below.

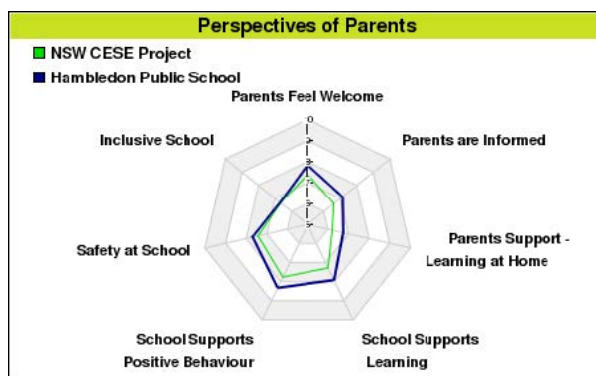
- 96% of staff believe Visible Learning is having a positive effect on their teaching practice
- 85% of parents believe the staff at Hambledon Public School are engaging their children in learning.
- 85% parents feel well-informed of their child's progress.
- 76% of parents believe teachers have high expectations for their child to succeed
- 86% of parents believe that teachers expect their child to pay attention in class.
- 89% of students had positive relationships
- Students rated Effective Classroom Learning Time 8.3 out of 10. The NSW Govt norm for these years is 8.2
- 93% of students had positive behaviour. The NSW

Govt norm for these years is 83%.

• 59% of students in this school had a high rate of participation in extracurricular activities. The NSW Govt norm for these years is 55%.

• 89% of students had positive relationships. The NSW Govt norm for these years is 85%.

Conclusions and Future Direction: Overall, results proved very positive across all dimensions. After analysing the data, further efforts will be directed at creating an inclusive school and developing a broader curriculum for students and generating higher expectations.



Policy requirements

Aboriginal education

Hambledon Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and value learning. In 2016, sixteen students identified as being of Aboriginal and/or Torres Strait Islander descent. Hambledon Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. All students from Aboriginal and or Torres Strait Islander descent have a Personalised Learning Plan and review meetings are conducted in Terms 1 and 4. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land at all formal assemblies held;
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples;
- A staff member appointed as an Aboriginal Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and events.

Multicultural and anti-racism education

Hambledon Public School continues to promote multicultural education through a range of initiatives.

Currently 40% of our students identify from families with a Language Background Other than English. Students' understanding of racism and discrimination and its impact on the social and emotional wellbeing of individuals is increased through current teaching and learning programs. Inclusive teaching practices recognise and value the backgrounds and cultures of all students. The promotion of a learning community which is accepting and tolerant towards different cultures, religions and world views is actively promoted by school leaders, teachers and P&C members. In 2016, culturally significant days were highlighted in the newsletter throughout the year. Classroom teachers, librarians and English as a Second Language or Dialect (EALD) teachers work cooperatively to develop strategies that best cater for student's individual needs. Teaching and learning programs support the particular learning needs of EAL/D students.

Other school programs

Our focus at Hambledon is to develop the whole child. Students are encouraged to participate in a wide range of academic, cultural and sporting activities to ensure a well-rounded education.

Academic

Students across our school are given the opportunity to participate in:

- University New South Wales Competitions Years 2–6;
- Premier's Reading Challenge Kindergarten to Year 6;
- Premier's Spelling Bee Years 1 to 6;
- Sharing Enrichment Program;
- Multicultural Public Speaking;
- Blacktown Public Speaking;
- Interschool Debating Competition;
- Coding and programming and augmented reality workshops.

Extracurricular activities and achievements

- Representation at the Boys' Vocal where 16 students learn and record with top artists at Studios 301.
- Chess Club for Years 1–6 and interschool chess competition.
- Participation in the Dance Sport Championship at Penrith Sports Stadium.
- Blacktown Festival of Performing Arts– where our combined choir and senior dance group performed.

- Hills Performing Arts Festival, where our cheer squad and senior drumming group performed.

- Operation Art – Two students achieved highly in Operation Art, with one student being selected in the top 50 and another painting selected for a billboard by the major sponsor ANSTO.

- Primary Proms at the Sydney Town Hall. The opportunity for our students to sing in a quality mass choir in this beautiful building is a once in a lifetime opportunity.

- Design an Advert –for the fourth year in a row, a Hambledon student won first prize in the Blacktown Sun Design an Ad.

- Schools Spectacular which was an amazing experience for the 16 students who represented our school.

- Boys' Shed to give students hands on practical experience in design and construction.

- Djembe Drumming Groups for Years 3 to 6.

- Beginner Recorders and Festival of Music.

- Gardening Club for students in Years 3–6.

Sport

Sport at Hambledon continues to focus on enjoyment, fitness, skill development, teamwork and friendly competition. Our aim is to provide a complete sporting program for all students from Kindergarten to Year 6 by including a range of games, dances and movement activities based on fundamental movement skills. In addition to swimming, cross country and athletics carnivals,

Hambledon participates in a wide variety of interschool competitions.

Achievements in 2016 included:

- 120 students completed the Learn to Swim Program;
- Our school achieved Gold medal status in the Premier's Sporting Challenge;
- Eight Year 5 students and eight Year 6 students attended the Premier's Sporting Challenge Leadership Day;
- High levels of participation in school swimming, athletics, cross country carnivals;
- 35 swimmers, 56 athletes and 32 cross country runners represented the school at the Blacktown Zone championships;
- Hambledon coming in 1st in the Zone swimming carnival, 3rd in cross country and 5th in Athletics;

- One student progressing to state in swimming and 2 students progressing to state in athletics;
- 50 students participated in the Sydney West Orienteering Championships;
- Hambledon participated in Winter PSSA, fielding junior and senior teams in football, Oz-tag and netball. The junior and senior Oz tag, Junior Football(soccer) and junior and senior B Netball teams succeeded in reaching the semi-finals and the junior and senior oz-tag team and senior football(soccer) and junior B netball were successful in reaching their respective grand finals;
- In the summer PSSA competition Hambledon fielded junior and senior handball teams, junior and senior cricket, Junior AFL, girls' and boys' T-ball and girls' and boys' softball. The Junior AFL teams received runners up and the senior cricket and boys' softball teams won the competition;
- Involvement of students in the Paul Kelly Cup, Milo Cup, Blacktown Girls Soccer Gala Day;
- Excellent representation in the Zone representative teams;
- A supportive group of parents who transported students and assisted with events.

About this report

In preparing this report, the self-evaluation committees have gathered information from evaluations conducted through the year and analysed other information about the school's learning practices and student outcomes. All staff work within their strategic direction groups to evaluate current practices and plan for the school's future development. Information gathered by these groups has been compiled by the following staff to create this report;

Judy McEwen–Principal

Graham Wilkins –Deputy Principal

Allannah Cassidy – Assistant Principal

Glenda Marks – Assistant Principal

Cheryl McNaught – Assistant Principal

Julia Wanstall –Assistant Principal

Lyn Hussey – SAM