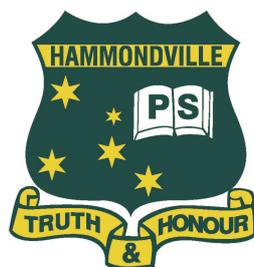


Hammondville Public School

Annual Report



2017



2128

Introduction

The Annual Report for **2017** is provided to the community of **Hammondville Public School** as an account of the school's operations and achievements throughout the year.

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

Jay McInney

Relieving Principal

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School background

School vision statement

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

School context

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

After a steady decline in enrolments over the last four years enrolments have started to increase. In 2017, the increase in enrolments led to an additional, 18th class being formed. Teacher experience is a mixture of experienced practitioners with an increasing number of Early Career Teachers (ECT) being employed in recent years. The school is heavily involved in extra-curricular activities with strong dance, choir, public speaking and sport programs being offered each year. Academic performance on measures such as NAPLAN has been mixed with strong performances in all areas of the testing in some years and the identification of areas requiring development in other years.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of **Learning**, there has been a significant focus on Formative Assessment and student wellbeing. Through Formative Assessment professional learning and Positive Behaviour for Learning (PBL) focuses, our school has continued to develop a positive learning culture amongst students, staff and the community, incorporating student centred learning progression and the use of consistent language and expectations of our students. Survey results from the Tell Them From Me (TTFM) survey results and the internal data from student, staff and community surveys and feedback have indicated students wellbeing and engagement are reciprocal and demonstrate a strong connection between one-another. The continuation of the school based programs coupled with the development and use of our sensory room to support student wellbeing have been implemented to support student wellbeing and academic engagement.

Ongoing consultation of the school Learning Support Team (LST) and external agencies and resources has been another component of our school's structures that supports student learning. Access to support mechanisms for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Review meetings involving the sharing of information between parents/carers, and health and education department specialists is an ongoing component of targeted students, ensuring student needs are met and accountabilities for these programs are delivered. Due to the success of the 2016 Speech Pathologist program, a continuation of this resource was utilised throughout 2017, targeting professional learning, shoulder-to-shoulder and team teaching and a parent-pay scheme. Funding for this resource has been utilised through the Resource Allocation Model funding (RAM) and will continue in 2018. Reading Recovery exists to support those students who have completed one year of schooling and are not meeting grade outcomes in Literacy. Significant gains can be attributed to the intervention of this program. The fundamental importance of collecting data to inform programs has impacted on the delivery of support programs and the adjustments for targeted students. A feature has been the introduction of extension classes to address individual needs of students. We have successfully provided for the strong participation and contribution of our Aboriginal community through specific cultural activities and excursions.

The ongoing focus in the domain of **Teaching** has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our stage teams. As a part of our school plan, the continuing growth of technology use for learning, the importance of data analysis to inform decision-making and the use of classroom observations, reflections and feedback, all highlight an ongoing teaching culture that is moving towards a student-focus learning pedagogy. Ongoing growth of evidence-based practice through student and teacher reflection and collegial evaluations of work samples. We will strive to ensure that our school leaders build the collective capacity of the staff and school community to use student learning data to inform strategic school improvement efforts. The school continues to develop and embed explicit systems to ensure excellent curriculum delivery, including strategies for differentiation and consistent teacher judgement. Strong processes have been evaluated that have supported teacher collaboration, classroom observation and modelling of best teaching practice.

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

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

For more information about the School Excellence Framework:

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

High Quality Teaching and Learning

Purpose

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

Overall summary of progress

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

Differentiation, Formative Assessment and Personalised Learning have been key areas for teacher professional learning over the course of 2017. The team responsible for the implementation of this Strategic Direction attended workshops, in groups, to build capability. This was then taken to the whole staff in multi-modal ways. There was opportunity for individual and stage reflection and whole school discussion re: progress.

Differentiation, including personalised learning and support

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

Assessment

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve expected levels of growth in Literacy (Reading) and numeracy in NAPLAN.	Mathletics Program \$4500 Targeting Early Numeracy – teacher professional Learning	The number of students equal to or exceeding expected growth in Grammar & Punctuation for 2017 was 59% with 37.7% of students being in the 75th percentile or above. With an ongoing whole school approach to explicitly teaching metacognitive comprehension skills through the "Focus on Reading" program, it is expected that this will continue forming an integral part of the planning of the 2018-2020 school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve expected levels of growth in Literacy (Reading) and numeracy in NAPLAN.	Casual Relief \$1300 Progressive Assessment Test – PAT \$1755	Expected growth in Numeracy was similar to 2015 results. The strategies in Focus on Reading have assisted students in comprehending questions in the NAPLAN Numeracy Test. The ongoing use of Mathematics and engagement of students a school licence for Mathletics has been purchased giving all students access to this program at home. Students are utilising this program and are regularly completing challenges. To substantiate teaching practice and reliably track student growth in comprehension and numeracy, an annual diagnostic testing program (Progressive Achievement Test – PAT) has been purchased for the school. This will form part of our data collection for student growth and be used as evidence to substantiate teaching practice.
Students meet expected levels of growth in accordance with local measures through the analysis of PLAN data.	Ten Training & Focus On Reading Casual Relief \$2400 Resources \$4800	PLAN data is showing that over 73% of students are making gains in accordance with local measures for Literacy in the clusters of Reading Texts and Comprehension and in Numeracy in the aspects of Early Arithmetic Strategies (counting as a problem solving approach) and Place Value. As indicated previously intensive professional learning in TEN and Focus on Reading is taking place and continuing to have a positive effect on student outcomes.
An increased number of students achieve results in the top two bands of NAPLAN.		PLAN data is showing an increase in Year 3 and 5 across all assessed areas of NAPLAN.
Aboriginal students achieve greater than expected growth in NAPLAN with an increased percentage also achieving results in the top two bands.	PLP Casual Relief \$2400	PLAN data shows positive growth of our Year 5 indigenous student across all areas of the NAPLAN diagnostic assessment. Year 3 Reading indicates 33% of Indigenous students in Band 4, the highest of all bands in reading.
Focus on Reading and TEN being implemented in targeted stages.		Staff professional learning maintenance for 'Focus on Reading' has continued throughout 2017. Teachers are continuing to use common language across the school in the explicit teaching of metacognitive comprehension strategies as part of the 'Super Six'. All K–2 teachers who had not been previously trained in the Targeting Early Numeracy program (TEN) were provided with training by an in–school mentor. This process will occur annually for all staff new to teaching K–2 at Hammondville.
Formative Assessment is implemented across whole school with effective use of learning intentions and success criteria.	Professional Learning \$2700 Resources \$2950	Formative Assessment professional learning was ongoing throughout 2017. Stage teams continued to meet regularly to discuss work samples and forward plan formative assessment strategies that tie in with their planning. Continual opportunities to share and celebrate the processes that were used in their classrooms was scheduled into staff meetings.

Next Steps

In 2018 the new school planning cycle will, in-part, build upon foundations laid out in the 2015–2017 plan. There will be a focus to:

- * Embed staff professional learning in 'Focus on Reading' and continue implementation in classrooms so that student competence in utilising the 'Super Six' metacognitive comprehension strategies increases and has a positive impact on their achievement.
- * Form structures within the school to embed formative assessment into teaching practice through the use of learning intentions and success criteria in a broader range of lessons so children know exactly what is expected of them and how to achieve success.
- * Continue the speech pathology program to identify children experiencing expressive and receptive language difficulties as early as possible so that support can be provided.
- * Continue professional learning for staff on the effective use of technology to support 21st Century learning and investigate the viability of developing a scope and sequence on coding to support the development of student skills in the authentic use of digital technologies.

Strategic Direction 2

Developing Exceptional Leaders

Purpose

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

Overall summary of progress

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

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

There was a continual commitment to providing our student leaders with learning experiences to build their leadership skills. The mentor teachers of our Student Representative Council provided strong scaffolding of meeting structures which allowed our class elected leaders to engage in deeper discussion of issues raised by their peers. The students involved developed greater confidence in feeding information back to their classes. A year 6 student was selected to participate in the Liverpool Primary Principal's Association School Ambassador Program. This program involved several meetings and a small group project with ambassadors from other schools. The result for our school ambassador was the development of strong skills in collaboration and greater self-confidence when presenting to small and large groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff applying for leadership roles within and external to the school.	QTSS teacher mentoring and teacher release of 1 day/week \$12258	During 2017, staff were supported in building their leadership capacity using the performance Development Plan (PDP). Three staff members were successful in gaining or continuing in an in-school relieving executive position (Principal and Assistant Principal) and a staff member was successful in gaining a substantive Assistant Principal position at Hammondville Public School through a merit selection process.
All teachers actively engage in the Performance and Development Framework.	Teacher relief to support goal setting and classroom observations \$6847	Through the implementation of the Performance and Development Framework, all teachers participated in goal setting interviews with their supervisor in Term 2. Terms 3 and 4 classroom observations by a colleague or supervisor took place and a formal end of year review took place in Term 4.
Regular participation in Quality Teaching Rounds by staff with additional professional learning communities being formed when appropriate.	Quality Teaching Rounds – teacher relief \$4454	Throughout the year, 10 staff members participated in the Quality Teaching Rounds (QTR). The professional learning communities have been involved in collegial discussion of research and the development of a common language for providing feedback on lesson observations using the Quality Teaching Model. At the time of writing, four rounds had been completed with quality feedback being provided to teachers who have had lessons observed. This process will continue in the final

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular participation in Quality Teaching Rounds by staff with additional professional learning communities being formed when appropriate.		year of the planning cycle to support the implementation of the Performance and Development Framework.
Increased opportunities for students to access and participate in leadership opportunities.		<p>The Student Representative Council consolidated its role in the school during 2017 with members making regular reports to their classes and school assemblies as well as conducting significant fund-raising activities.</p> <p>As in previous years, one student was selected to participate in the School Ambassador program organised by the Liverpool Primary Principal's Association. The student involved attended a number of workshops that had a significant positive impact on the development of her leadership skills.</p>
All teachers actively utilise the national standards for self-improvement.		

Next Steps

The 2018–2020 School Plan will utilise many of the foundation developed through the 2015–2017 school plan. As part of the new school plan, ongoing leadership development and capacity building will continue through:

- * The GROWTH Coaching model, which will continue to be utilised by executive staff to coach teachers on stage teams through the development of SMART goals for their Performance and Development Plan.
- * Additional professional learning communities (PLC) will be formed to continue the implementation of Quality Teaching Rounds (QTR). PLCs will continue to develop staff leadership capacity through the various roles and opportunities this professional learning (PL) offers.
- * Student leaders will participate in external leadership development programs and the school will continue to nominate a student to participate in the Liverpool Primary Principal's Association School Ambassador Program.

Strategic Direction 3

Effective Community Partnerships

Purpose

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

Overall summary of progress

During 2017 the school continued to enhance its partnerships with the community. Through the ongoing use of a range of current resources, communication with the community was highly commended by the community. The school's smartphone application has continued to be a valuable communication resource with newsletter and information notes is the main source of communication to parents. Surveys have indicated many parents continue to find the Skoolbag app as their main source of communication with the school. The app has been used to provide information about school events and student achievement. As a result of the success of the Skoolbag app, the school, with extensive community consultation, has moved to an electronic delivery of the school newsletter. Parents wishing to obtain a hard copy of the school newsletter still have that opportunity. Parents have also been able to provide absence notifications to school through the app. Our school Facebook page continues to be a focus for families to keep up to date on what is happening in the school. Our electronic sign at the front of the school continues to be a "live" form of communication that can be added to in real-time. Parents have found this source of communication very easily accessible and a "positive impact on the look of the school".

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in school-based workshops.	Workshop Resources \$720 Casual Day relief \$640	The school continued to conduct parent workshops to assist their children and take an active role in their child's learning. Feedback from these events was extremely positive and future workshops will be coordinated in 2018, potentially in 3-6 grades.
Increased dissemination of information to community members using a variety of means.	Skoolbag Smartphone App \$480	The school continued to effectively use the Skoolbag Smartphone app with parents indicating a high level of satisfaction with the app. By the end of 2017 there had been over 524 downloads of the app. To increase promotion of the school and provide parents with prompt information about school events or classroom activities the school set-up and commenced using a Facebook page. Whenever a post is made there are a significant number of 'likes'.
Increased number of parents participating in the school decision-making process as measured by survey response rate and participation in focus groups.	Casual Relief \$3500 Resources \$400	The school conducted a number of surveys in 2016 relating to a review of the PBL processes put in place across the school. The early response rate was positive with over 62% of families responding to the first survey. The response rate declined as the year progressed. This was particularly evident when more open questions were asked in surveys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents participating in the school decision-making process as measured by survey response rate and participation in focus groups.		More innovative ways of collecting data will be looked at during 2017.
School engagement data from the Tell Them from Me survey will equal or exceed state norms.		Data collected from the 'Tell Them From Me' survey indicated that Hammondville students have high levels of intellectual engagement and a strong sense of belonging at school. These areas exceeded state norms.
Increased number of Community of Schools events, including concerts, network meetings and professional learning opportunities.	Community of Schools \$900 – Casual days to attend White Ribbon training	During 2016, the school continued to participate in Holsworthy Community of Schools events which included the annual Community of Schools concert and an Aboriginal student's community day at Holsworthy High School. The three primary schools participated in signing up as a community of schools to participate in the White Ribbon initiative in 2016

Next Steps

Hammondville Public School's partnership with the community continues to be a vital component of our school. As part of the development of the 2018–2020 school plan, consultation with the school community will be a valued part of the development process. Effective community partnerships will underpin the success of our school. Areas that will be built upon from the previous planning cycle are:

- * Ongoing revision of the design of surveys so they are quick for parents and carers to complete and easily accessible using links to Google Forms via the school smartphone app.
- * Enhancing the celebration of school and student achievements.
- * Authentic community input to school planning for the 2018–2020 school plan
- * Ongoing sharing of expertise and professional learning between our community of schools partners with an emphasis on strategies to embed formative assessment.
- * Increase the amount of information being provided to parents on school programs and what children are learning in their class by a variety of means including parent workshops, newsletter articles and Facebook posts.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Resource Allocation Model – Aboriginal Background PDP casual relief + Aboriginal Cultural Group (1 day/week) Total = \$15 336	<p>Data indicates ATSI students are meeting expected growth goals for NAPLAN and local measures.</p> <p>Aboriginal background funding was utilised to assist with the development of personalised learning plans and to provide additional literacy/numeracy support as well as cultural immersion activities that included small group activities and the NAIDOC Day celebration.</p> <p>Employment of additional staff 1 day/week to coordinate Aboriginal Cultural group</p> <p>All Aboriginal students have a Personalised Learning Plan (PLP) that was developed during parent/student/teacher meetings in term 1 and term 3.</p> <p>All Aboriginal students received in-class support and participated in small cultural groups during Semester 2.</p> <p>A highly successful NAIDOC Day celebration was conducted. This coincided with the opening of the school's newly built Indigenous outdoor learning area. This was built through Indigenous community donation of materials and labour. The area was officially recognised through a traditional smoking ceremony to cleanse the area.</p>
English language proficiency	Resource Allocation Model – English Language Proficiency Total = \$29 840	<p>English language proficiency funding was used to employ a teacher who provided in-class support and small group withdrawal to children for which English is an Additional Language or Dialect.</p>
Low level adjustment for disability	SLSO Support Total = \$181 067 • Low level adjustment for disability (\$0.00)	<p>Funding in this area was used to provide in-class support and social support in the playground by School Learning Support Officers (SLSOs) for students identified by the Learning Support Team as requiring additional support. The support provided had a positive impact on both learning in the classroom and the interaction of targeted students with other students in the playground.</p>
Quality Teaching, Successful Students (QTSS)	Resource Allocation Model Total = \$33 316	<p>The school received a staffing allocation of 0.328 FTE which equated to 32 days of casual relief during second semester. The casual relief was utilised to support the Performance and Development Framework's mandatory classroom observation of teachers.</p>
Socio-economic background	Resource Allocation Model – Socio-economic Background Speech Pathology Program	<p>This funding was used to employ a speech pathologist who under a professional learning model provided in-class instruction for students focussing on the development of receptive and expressive language. Pre and post testing indicated significant improvement</p>

Socio-economic background	\$69945 Total = \$27 900	in all students who were screened and participated in phonemic awareness groups.
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	242	236	221	230
Girls	214	210	215	228

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.5	94.9	95.6
1	93.8	94.4	94	94.8
2	93.3	95.4	94.9	94
3	95.1	93	94.2	95.3
4	95.6	95	93.3	94.2
5	93.6	96.9	94	93.9
6	94.4	93.1	95	94.9
All Years	94.5	94.7	94.3	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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

Class sizes

Class	Total
K/1 GOLD	20
K YELLOW	21
K RED	21
K BLUE	20
1 BLUE	22
1/2 SILVER	24
1 RED	22
2 RED	22
2 BLUE	22
3/4 SILVER	28
3/4 PLATINUM	30
3/4 GOLD	29
3/4 BRONZE	30
5 BLUE	26
5/6 GOLD	28
5 RED	30
6 RED	29
6 BLUE	28

Management of non-attendance

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.88
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.38
Other Positions	0

*Full Time Equivalent

There are no staff of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The school's major focus areas for professional development are in line with the school strategic plan. These areas are:

1. Meeting mandatory requirements including child protection, CPR and anaphylaxis training and the DoE Code of Conduct.
2. Ongoing development of teaching instruction, delivery and pedagogy framed around the implementation of the Focus on Reading (FoR) strategies and quality integration of technology to support the growth and engagement of future-focused learners.

3. Professional Learning (PL) to support Formative Assessment embedment in teaching pedagogy. This has included the development of staff skillsets incorporating the use of various data sources to triangulate and track student growth.

4. Ongoing PL to support K–2 staff in the delivery of the Targeting Early Numeracy (TEN) program.

During 2017, Hammondville Public School was financially resourced through the Resource Allocation Model (RAM) to employ a mentor for four beginning teachers. As a result, all four these teachers have achieved Proficient Accreditation through the New South Wales Education Standards Authority (NESAs).

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	35,596
Revenue	3,929,586
Appropriation	3,646,056
Sale of Goods and Services	12,304
Grants and Contributions	269,673
Gain and Loss	0
Other Revenue	0
Investment Income	1,553
Expenses	-3,681,196
Recurrent Expenses	-3,681,196
Employee Related	-3,310,055
Operating Expenses	-371,141
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	248,390
Balance Carried Forward	283,986

The Hammondville Public School Budget Committee comprises of teaching and SASS staff to assist with the financial management processes and governance structure to meet financial policy requirements. School voluntary contributions were set at \$48 per student, capped at \$101 per family.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,948,965
Base Per Capita	66,632
Base Location	0
Other Base	2,882,332
Equity Total	296,189
Equity Aboriginal	15,336
Equity Socio economic	69,945
Equity Language	29,840
Equity Disability	181,067
Targeted Total	72,140
Other Total	181,156
Grand Total	3,498,450

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

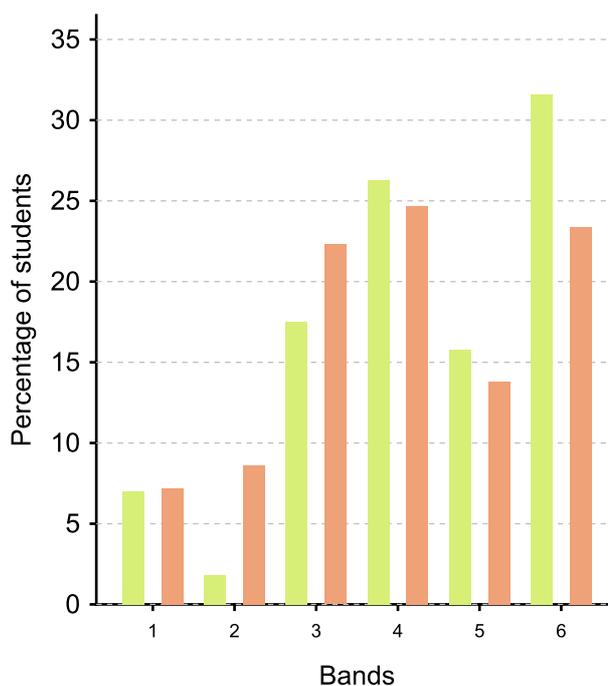
School performance

NAPLAN

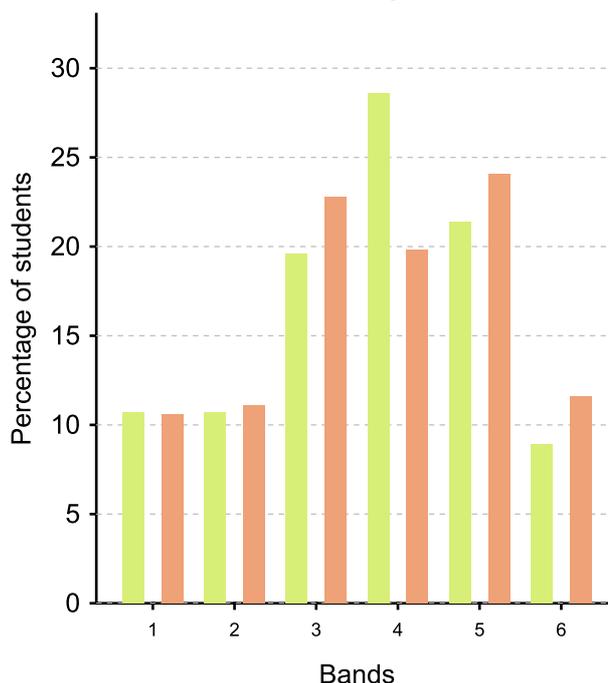
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 Reading, 21.4% of student were in the second highest band (Band 5), 0.4% below the state average of 21.8%. In Writing, 25% of students placed in Band 4, 1.9% higher that the state average. Hammondville placed 24.6% of student in the highest band for writing (Band 6), and increase from 21.3% in 2016. In Grammar & Punctuation, 31.6% of students placed in Band 6 in 2017.

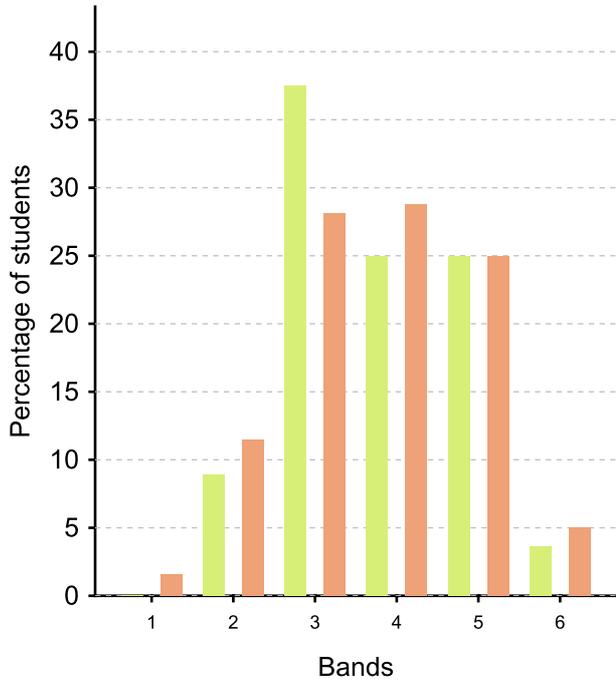
Percentage in bands:
Year 3 Grammar & Punctuation



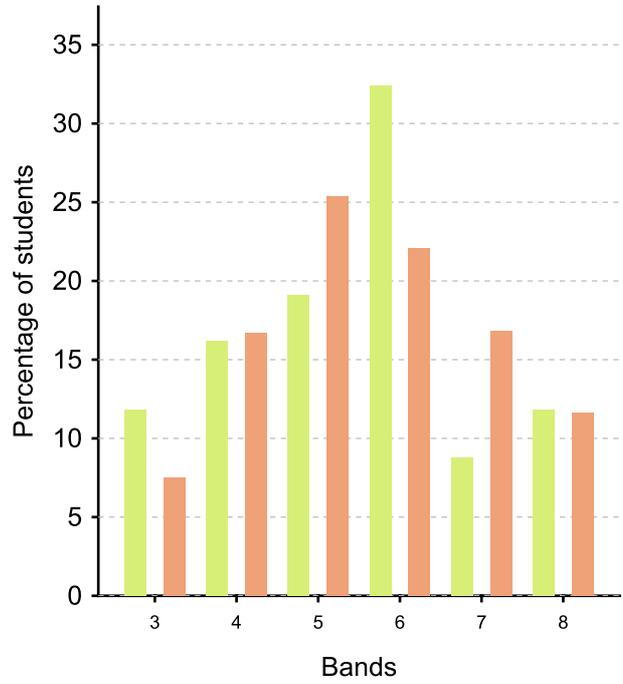
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing



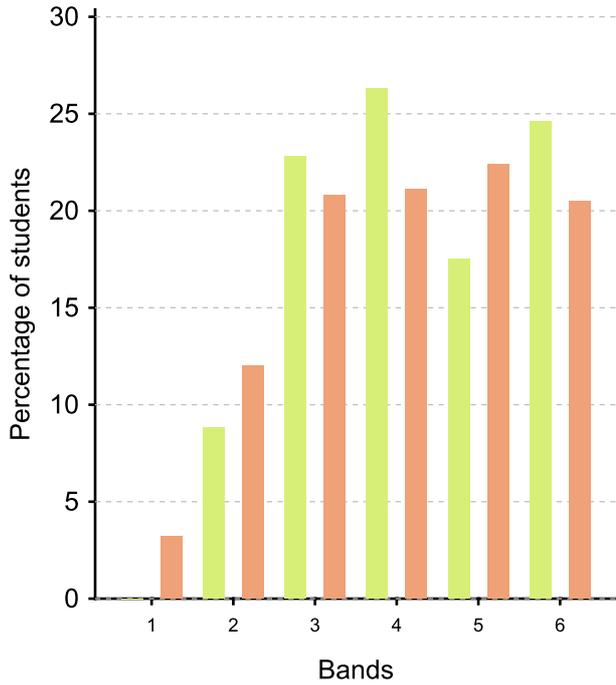
Percentage in bands:
Year 5 Grammar & Punctuation



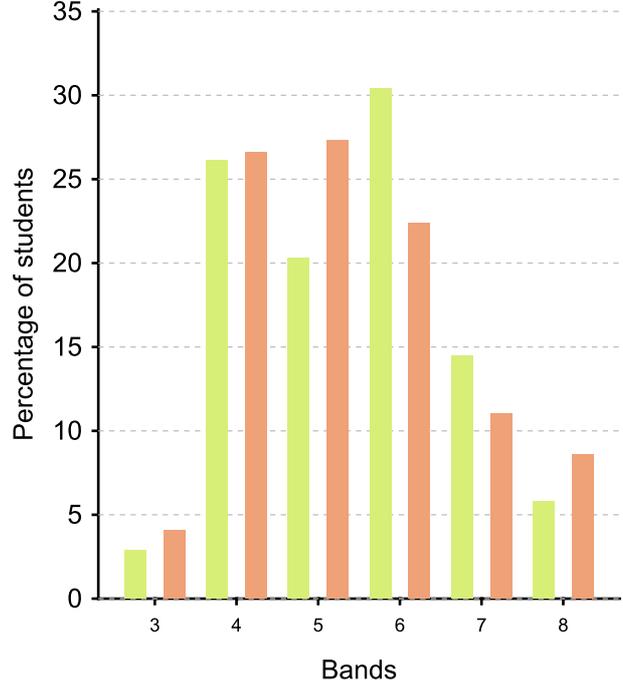
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



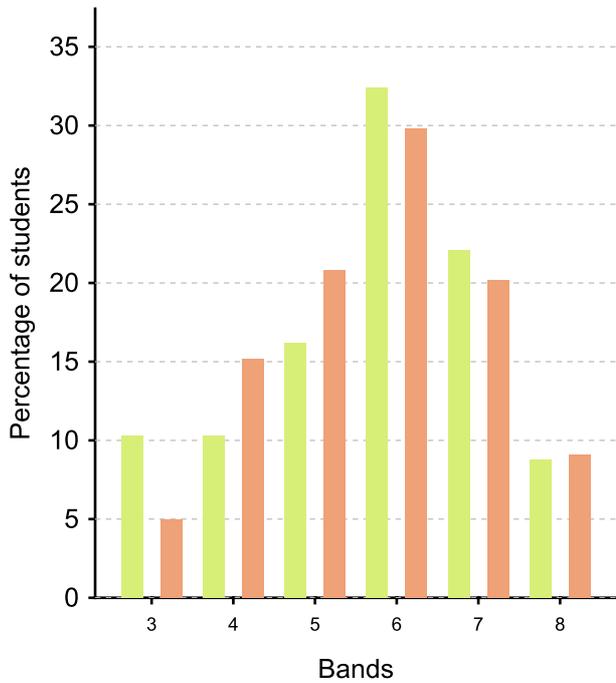
Percentage in bands:
Year 5 Reading



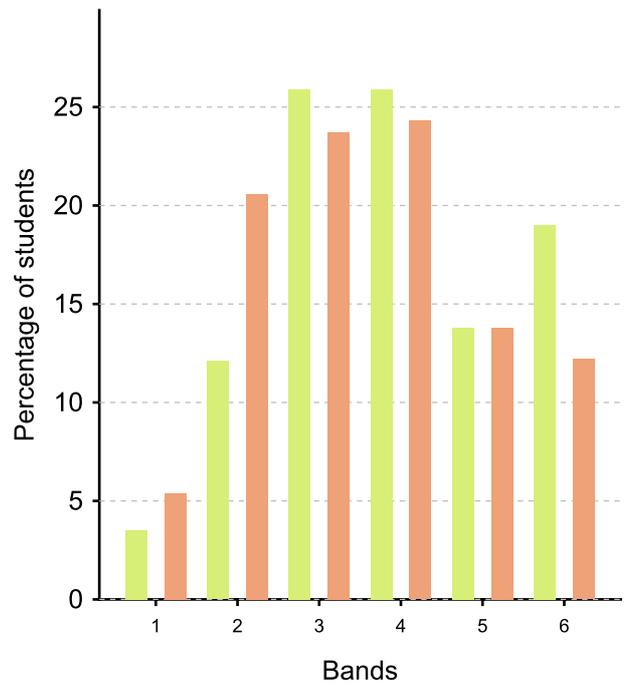
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

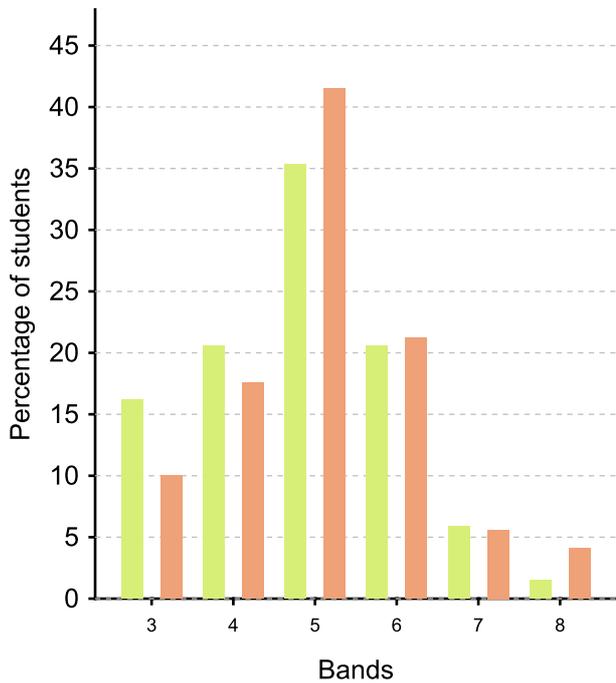
Percentage in bands:
Year 5 Spelling



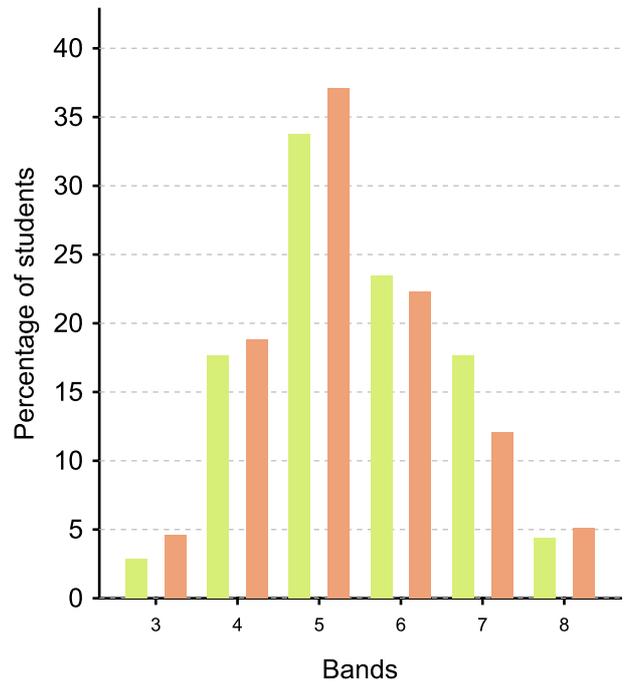
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In Numeracy, 33% of Year 3 and 22% of Year 5 students achieved at or above National Minimum Standard (NMS).

Parent/caregiver, student, teacher satisfaction

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

During the 2017 school year, Hammondville Public School conducted a variety of surveys, including the Tell Them From ME (TTFM) survey, to obtain feedback to grow the school. The cohesive nature of the Hammondville Public School community is supported by the strong satisfaction collected from the survey process.

Parents and community members surveyed indicated:

- * 85% expressed the school supports positive behaviour.
- * 81% felt their child's teacher was easy to speak to.
- * 60% of parents surveyed talked with a teacher more than twice a year about their child's learning.

Students surveyed indicated:

- * 78% felt a positive sense of belonging and felt accepted and valued by their peers and by others at school.
- * 86% have friends at school they can trust and who encourage them to make positive choices.
- * 97% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- * 79% are interested and motivated in their learning.

Teachers surveyed indicated:

- * they highly value Inclusiveness and Learning Culture as high drivers of student learning.
- * that staff highly collaborative and school leaders support staff.
- * teachers set high expectations for student learning.

Policy requirements

Aboriginal education

We had another great year in Aboriginal Education at Hammondville Public School. Our school has offered exciting activities to promote and recognise Aboriginal and Torres Strait Islander culture. Our year commenced with Personal Learning Plans (PLPs) for all of our 21 Aboriginal students which formed a very important component of delivering improved outcomes for our Indigenous students. Using RAM funding to release staff, parents met with their child's teacher to work on a plan in partnership to help their child achieve their personal goals, build confidence and strive to get the most out of their education.

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

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

NAIDOC day was a great success. All students were invited to participate in a day of fun-filled activities that celebrated and recognised the significant contributions Aboriginal people have made to Australia. There were numerous activities all day for the students to enjoy and learn about Aboriginal culture, Koomurri Entertainment came along to spread their knowledge with all the students and teachers. This day culminated in the opening of our joint Indigenous community/school Indigenous Learning Area through an Indigenous Smoking Ceremony.

Following on from 2016, the Aboriginal Culture groups were scheduled again and students from K–6 explored concepts that allowed them to deepen their understanding of their culture and connection. One hundred percent of Aboriginal students across the school had weekly lessons that immersed them in their culture and strengthened their connection with each other.

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

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

Multicultural and anti-racism education

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

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

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

In 2016, instead of a staffing allocation for ESL the school received \$29 840 in funding from the Resource Allocation Model (RAM) to support children for whom English is an additional dialect or language. The school identified 17% of students as coming from a language background other than English. Of this percentage, twelve students received direct ESL support as well as support in their classrooms.

The ESL program was timetabled into small segments

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

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

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

Other school programs

Choir

In 2017, Hammondville Public School students were able to participate in a K–6 choir and a 'Southern Stars' choir ensemble and showcase their talents. Over 90 students were involved with the choir across the course of the year. 15 students from Years 3–6 participated in Southern Stars. In April, we performed at our school Anzac Day ceremony.

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

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

Dance

In 2017, there were a number of opportunities for students to take part in dance at Hammondville Public School. At a school level, students were afforded the opportunity to audition and participate in the K–2 and 3–6 Dance Groups. The 3–6 Dance Group, made up of 21 students, were successful in auditioning and securing placement in the Dance Festival Series Ultimo Public Schools – Series 1 held at the Seymour Centre in June. In addition to our school groups, students were selected to form Community of Schools and Cross Network ensembles. Five students participated in the Community of Schools' ensemble and 8 students were successful in their auditions for the Cross Network festival.

In Term 3, the K–2 and 3–6 Dance groups performed for the Community of Schools' concert held at Holsworthy High School. These groups also had the opportunity to perform at school events such as, Grandparents Day, Pre–School Open Day and the Education Week assembly. Twelve dancers also participated in the annual Southern Stars Arena Spectacular held at the Wollongong Entertainment Centre.

Debating

In 2017, students from Hammondville Public School participated in the Liverpool District Debating competition. This is our school's fifth consecutive year of being involved in this competition. This opportunity was open to Stage 2 and Stage 3 students who were given the chance to showcase their public speaking skills and further develop all facets of debating. Initially, Hammondville was represented by thirteen students with varying levels of ability and confidence which grew and evolved throughout the competition. Students excelled in collaborating and working as a team to devise the best points to present during a debate, presenting strong rebuttals against their opponents and working under limited time frames to present their best case with confidence and ease. Our students were commended for their great ability to "think outside the box", presenting interesting arguments, supporting each other and showing great school spirit. The team performed extremely well to become joint premiers for the 2017 competition. The sense of achievement and pride students exhibited consolidated the value of this program.

Public Speaking

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

In Term 2, students in Stages 2 and 3 participated in the Multicultural Perspectives Public Speaking Competition. Two representatives from each stage were selected to compete in the local finals. Of these students, one of our Stage 3 representatives, Tiaan Vamarasi, was successful progressing through to the district final.

In Term 4, all stages across the school took part in the Ultimo Operational Directorate Primary Schools Public Speaking Competition with one representative from each stage being eligible to compete at the local finals. Jules Cross from Stage 2 represented the school at the Ultimo finals held at the Department of Education Arts Unit.

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

Sport & PSSA

Hammondville had a highly successful year in the sporting arena, in both individual and team sports.

Hammondville, the fifth smallest school in our zone, was successful in the three Liverpool zone

carnivals held throughout the year. Out of the fifteen schools in the Liverpool zone, Hammondville Public School won the cross country carnival, placed third at the swimming carnival and finished in fourth place at the athletics carnival.

At the three zone carnivals, numerous students qualified for the respective regional carnivals. We had fourteen students qualify for the regional carnival in both swimming and cross country while eight students qualified for the regional athletics carnival. From these regional carnivals we had one student qualify and compete at the state swimming carnival, and three qualify and compete at the state cross country carnival.

Hammondville was also well represented at zone and regional level in team sports. Twenty-six students represented the Liverpoolzone in nine sports. From this, seven students were selected to represent Sydney South West at the NSW state carnivals, with 7 students representing in one or more regional teams at the sports' respective state carnivals.

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

In summer PSSA, the junior and senior league tag teams and the senior girls softball team were named as premiers of the Liverpool zone PSSA. The junior AFL were runners-up and the junior and senior cricket teams, junior girls t-ball and the senior AFL team made it to the semi-finals.

In winter PSSA, the senior girls soccer team won their grand final and were named as Liverpool champions. The senior boys soccer team and junior B girls soccer team were runners-up and the junior and senior rugby league teams and junior B and senior A netball teams made the semi-finals of their competition.

Hammondville entered three teams into State Knockout competitions, including girls and boys soccer and rugby league, with our girls state soccer squad making it to round six and the final thirty-two schools in New South Wales.

Hammondville Public School also achieved excellent results in the Terry Lamb Rugby League 7s, Canterbury Rugby League Knockout and the Canterbury League Tag Gala Day, three carnivals organised by the Canterbury Bankstown Bulldogs. In the Terry Lamb 7s, our girls team were undefeated in their division and won their tournament for the third year in a row while the two senior boys teams qualified for the semi-finals and finals day. The senior girls won the Canterbury Knockout and went on to represent the Bulldogs at the Western Sydney Finals Day. At the Canterbury League Tag Gala Day, Hammondville Public School was represented in the grand final of all five divisions that we entered. Our senior girls team, senior mixed team and junior boys team won their respective grand finals and our senior boys and junior girls team were runners-up in their respective divisions.

Student Representative Council

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

In 2017, two students from each class in years two to six were elected to represent their classes at fortnightly meetings to discuss important issues and make decisions affecting our school and community. Two Year 6 SRC leaders confidently led these meetings and allowed encouraged SRC members the opportunity to share ideas and thoughts on a wide range of issues. Students were enthusiastic and confident about sharing suggestions and feedback on behalf of their classroom peers. They were responsible for returning to their classrooms to report the minutes of each meeting to their peers.

Some of their accomplishments throughout the year include involvement with Harmony Day and fundraising efforts through a successful whole school morning tea, in support of the Cancer Council. The SRC also assisted with the sale of Legacy badges within the school. After identifying the need for a wider variety of activities within the playground, the SRC have begun a collection of donated Lego and other toys. Moving forward, SRC students will gradually introduce these toys into the playground and be responsible for the set up and collection during recess and lunch breaks. The SRC are an integral part of our school community affording students leadership opportunities.