

Hamilton South Public School

Annual Report



2017



3795

Introduction

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

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

Mrs Sue Estens

Principal

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Message from the Principal

Highlights from 2017

During 2017 HSPS has continued to strive and thrive across all areas. The successes of Hamilton South Public School are achieved through incredible teamwork, amazing staff, great teachers, a brilliant executive, wonderful support from the parent and wider community, students who are keen to learn and who participate enthusiastically in our school programs and activities and an overall a commitment for continual improvement by the school community.

Highlights from 2017 have included:

Celebrating Success

Celebrating success and student achievement happens throughout the year. This is demonstrated in the weekly Noticeboard which showed many individual student mentions, along with teams, groups etc. These mentions included:

- 280 Keys To Success awards
- 208 Curriculum mentions
- 56 debating and public speaking
- Every class assembly had a piece
- Robotics and the band featured strongly
- Student leadership was recognised
- The Band had weekly write up and great photos
- Sport was highlighted from both at school and outside of school.
- More than 210 individual results from sporting carnivals; swimming, athletics, and cross country were recorded.
- We followed students' successes as they competed at regional, state and national carnivals. Two students were very successful at a National level.
- All sporting teams were recognised, along with some great photos.

RoboCup Junior National Champions in Dance

Our girls' dance group were the National RoboCup Junior Champions. The students had competed through the regional, state and national competitions. This was an amazing result. A huge 'Thank You' goes to Jason Flood, Ryan McCann, Grant Doherty and all the parents who taught and supported the students each week, taking them to the competitions – especially to the Nationals and supporting the additional practices and event.

Band

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

String Group

The string group numbers continue to grow from strength to strength. The enthusiasm of the group was very evident to see when they performed for the school and community. The performance at Presentation Day was outstanding. Our appreciation goes to Nicole Cox who is teaching the students.

Choir

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

Fete

What a Fete to Remember. The name very much sums up the reality of the day! It was such a wonderful example of amazing teamwork!! The fete's raised over \$30 000 which is just incredible. So many people were involved in organising and running the fete. I would like to say a huge 'Thank You' to Malini Stephen, our amazing fete coordinator, who along with the incredible fete committee, the stall coordinators and helpers, the members of the P&C, the money counters and collectors, the staff, students, ex-students, members of the wider community, our buskers, and all the people who have helped in some way with the fete. Another massive 'Thank You' goes to all the people who donated items to class stalls, fete stalls, gave prizes, bought raffle tickets, sold raffle tickets, cooked, made craft, created amazing pots of plants, designed flyers and provided so many items, resources and of course their time.

External Validation

The Department of Education External Validation process went extremely well. At the External Validation meeting the panel agreed with all our evidence which was linked to the School Excellence Framework. They recommended that the evidence presented showed we were achieving at a higher level in six areas. We adjusted this for five of the areas. We were commended on the processes used to compile the evidence and the quality of the evidence that was provided. The results from the External Validation were presented to the staff and P&C.

NAPLAN

HSPS Year 3 and Year 5 results showed that our school was significantly above the National average in all areas (Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy). The Premier's Priority – the % average for Year 3 and Year 5 NAPLAN Reading and Numeracy results in the top two bands shows our school's two year average is 64.8% (2017 66.8% and 2016 61.4%). This is an excellent result.

Friends Day

Friends Days was another amazingly successful event with lots and lots of visitors in attendance. Thinking While Moving activities were on show in classrooms and around the school. A huge 'thank you' goes to the canteen committee and helpers, the P&C members and parents who helped with the catering before and on the day. The food was delicious!!

Debating, Public Speaking and the Premier's Spelling Bee

Students were involved in Debating, Public Speaking and the Premier's Spelling Bee during the year. These programs and activities have been very well supported by students and their families.

NAIDOC

NAIDOC was celebrated at HSPS with activities in class and a dance and musical performance from. Our Aboriginal students and their families were invited to join in the NAIDOC celebrations at Newcastle High School.

Anzac Day

Hamilton South Public School has been participating in the Hamilton RSL Anzac Dawn Service since 2013. It was at this time that local schools were invited and encouraged to become more involved in the Hamilton service. To see the number of people in attendance at the service, along with the number of school students marching and being part of the

service, was wonderful. Coming into the park the smell of the smoking ceremony set the sense of place, and along with the sounds of the birds, the solemnity of the occasion continued throughout the service. Students and their families support this very important occasion through their attendance.

Star Struck – Shine On

It is a significant commitment from the school and school community to be part of Star Struck. It is also a very memorable one for the students involved. This year we had a drama group (Years 4–6), Choir (Year 5) and Dance (Year 6). The four outstanding performances showcased the skills and talents of primary and secondary public school students from across the Hunter.

Canteen

The canteen, and the promotion of healthy eating, has gone from strength to strength. Thank you to the canteen committee, the canteen helpers and Mary Alford and Sam Burns our enthusiastic canteen supervisors. The menu changes regularly and is audited by Hunter New England Health and our school canteen passes with flying colours. Lots of green foods! A new Healthy Canteen Strategy was implemented during 2017 for compliance in 2018.

School Grounds

Thank you to all the parents who have been involved in improving the school grounds. A number of successful working bees were held during the year and lots of work happened outside these times. There have been many enhancements to the grounds at the school which have come as a result from the hard work of many people. These have included: installing the stepping log sandpit wall; installing riverbed stones and creating pathway to COLA with mulch; preparing canteen raised veggie beds for planting; scraping up the rock/gravel outside 2B's classroom so lawn can be planted; weeding the tyres near OOSH; putting mulch in garden beds; and lots more. Thank you to Kristen Klimpsch and Caroline Hodge who have been the driving forces behind the enhancements to our school grounds and environment.

Classroom Resources

The P&C provided funds to enhance learning environments through providing resources to each Stage group to purchase resources. These included a number of iPads across the school. The P&C funded two interactive whiteboards to replace those in the Year 6 classrooms. These funds are greatly appreciated by both the students and teachers.

Trivia Night

Thank you to the Trivia Night committee for all their hard work behind the scenes and on the night. The Trivia Night was a great fundraiser for the school.

Thank You

Words don't quite seem enough to say how much I appreciate what the staff does for the students, their families and each other at Hamilton South Public School. There is such incredible teamwork and this is evident on a daily basis. Improving student outcomes is the core of what we do at our wonderful school. Thank you! I would like to sincerely thank the P&C for their invaluable help and assistance throughout the year. The outstanding support of parents and the school community has ensured improved outcomes for our students. This can be seen reflected in the hard work of the P&C executive and members, the Friends of Hamilton South, the canteen committee, the grounds committee, the uniform shop and fundraising committee. A special 'thank you' goes to the executive of the P&C, whose hard work and enthusiasm ensures every fund raising event is a success.

Sue Estens

Principal

P&C Annual Report 2018

The P&C continued to support the school through 2017 in improving the resources and opportunities for students at school. We worked closely with the principal and teachers in identifying the best ways to add value to the learning experience of the children. The provision of air conditioning to classrooms has been consistently identified by parents as being a significant priority, and the P&C have been working with the School and the Department of Education to identify how this might be done. It will obviously require significant funding but the P&C continues to work towards this. In the meantime, the regular fundraising activities such as Mother's and Father's Day stalls, the Easter raffle, the trivia night as well as election day stalls continue to raise funds that are spent in consultation with the school, to enhance the learning environment and the children's experience.

The P&C has continued to provide a set amount at the start of each school year for each stage. The teachers in that stage have been able to identify the most desired resources and priorities, which means the money is spent effectively. The P&C have also continued to upgrade Smartboards on a continuing basis to ensure that the IT facilities are available to best support the children's learning.

Fete 2017

The Fete which was held in October 2017 was a great success, and raised over \$30,000. This was though the hard work of the Fete Committee, the many people who ran stalls and all the parents, teachers and members of the wider school community who volunteered on the day. It was obviously a very successful fundraiser, but just as importantly it created a feeling of collaboration, entertainment and inclusiveness for the whole school community.

Canteen

The canteen, and the promotion of healthy eating, has continued, with a varying menu giving children plenty of options. Thank you to the canteen committee, the canteen helpers and Mary Alford and Sam Burns, our canteen supervisors. The menu changes regularly and is audited by Hunter New England Health. The canteen has provided a solid income source for the P&C, while fulfilling the important need to provide good food for the students.

Grounds

The Grounds Committee has again provided an important role in keeping the grounds in good order. We are grateful to Kristin Klimpsch who handed over responsibility for the grounds committee to Carolyn Hodge, who has embraced the role with great energy.

Uniforms

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

Friends of Hamilton South

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

Band Committee

The school band had continued to be made possible by the dedication of Melanie Rao, Fiona Frangos and the band committee for their hard work behind the scenes in arranging instrument hire, provision of music and liaison with Ms Susan Philippa and Mrs Nadine Bell.

I would like to thank all of the active members of the school community for their on-going support of the P&C activities, which significantly enhance the learning environment for all our children. In particular I thank the hard working members of the executive (Shaun Mahony, Clint Marquet, Alison Pepper and Anna Rayward) and those who run the sub-committees, your commitment is integral to the success of the P&C.

Sarah Breusch

President P&C

School background

School vision statement

'The School Community – Working Together for Children'

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

On leaving Hamilton South Public School, students should:

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

School context

Hamilton South Public School is an inner city school, consisting of 16 mainstream classes and 3 classes for students with disability. In May 2017 the school's enrolment was 427 students.

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

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

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

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

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

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

Our school has a very effective Learning Support program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

- **The Learning Domain** is a strength of our school. We determined three out of the five areas in this domain as Sustaining and Growing (Learning Culture, Curriculum and Learning and Assessment and Reporting), one domain excelling (Student Performance Measures) and one domain developing (Wellbeing). Our work with Wellbeing this year has been an intensive focus for all staff. At the completion of the school year we plan to have the Hamilton South Public School Wellbeing Framework established. Once this cycle is completed, students, staff and parents will have clear understandings of Connect, Succeed, Thrive. At this point we believe that we will meet Sustaining and Growing in the area of Wellbeing during 2018. The extensive professional learning and teaching practice around Future Focused Learning has been pivotal in our meeting Sustaining and Growing in this domain. The implementation of technology tools has especially supported student learning and achievement.
- In the **Teaching Domain** our on-balance judgment has three of the four areas at Sustaining and Growing (Effective Classroom Practice, Collaborative Practice and Learning and Development). Our teachers are highly dedicated and committed to improving student learning outcomes. A collaborative team approach to teaching is highly valued and evident across our classrooms. The PDP framework has been implemented across the school very successfully. There are clear links to the School Plan and Australian Professional Standards for Teachers for all teaching staffs PDPs. Our work to meet weekly physical activity requirements within the curriculum and teaching practice has been implemented across the school. This has had a significant positive impact on our school community. We expect that with our focus on evidenced based learning in the 2018–2020 School Plan will bring Data Skills and Use from Delivering to Sustaining and Growing.
- Collaborative leadership is evident at our school and contributes to the school's achievements and successes. With all four elements being Sustaining and Growing, the **Leadership Domain** reflects the Hamilton South Public School vision 'The School Community..... Working Together for Children.' As a school community we work together on effective communication to ensure that everyone has the opportunity to have a voice.

Our self-assessment and the external validation 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

Promote Quality Teaching and Leading

Purpose

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

Overall summary of progress

Physical activity is visible across the school with fitness sessions targeting the relevant components of the physical literacy continuum. The alignment of sporting activities completed throughout the year assisted all stages in ensuring that weekly sport addressed the four key areas of the physical literacy continuum. Our Friends Day, "Running on Brain Power", showcased the different ways that grades were integrating 'Thinking While Moving' into the curriculum. Parents had the opportunity to participate with their child in the movement competency activities. The purchasing of additional sporting equipment to target all students having equipment supported the implementation of physical activity throughout the school.

SLSO staff commenced their PDP cycle part the way through this year (initial implementation year) with executive staff accessing training to support and guide SLSO staff through the process. Teaching and SLSO staff accessed a range of professional learning opportunities. This included training in staff meeting and staff development days (specifically targeting Wellbeing, Physical Literacy Continuum and Future Focused Learning), mentoring and peer interaction and through accessing external training opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of students achieve grade standard clusters on the Literacy and Numeracy continuums and quality school based assessments.	LAST support	This improvement measure was achieved across K-6.
8% increase the % of Year 3 and Year 5 students in the top two bands of NAPLAN Reading.	LAST support	77% of Year 3 students at Hamilton South Public School were in the top two bands for Reading. 66% were in the top two bands for Year 5. There was a 3% increase of students in the top two bands for reading in Year 3. There was a 4% increase in the top two bands for reading in Year 5.
100% of teachers achieve PDP goal or carry them through to the following year.	\$25,734 (Teacher professional learning)	100% teaching staff achieved at least 1 of their identified performance development goal.

Next Steps

The processes for PDP are now well embedded in our school which will support the mandatory maintenance of this process. Staff have had access to a range of professional development opportunities which have been tied in with PDP targets. A school guideline of how professional development is determined and obtained will be written throughout 2018 to help guide fair process.

Thinking while moving training has been completed and is evident across the school. The strategies will continue to be embedded across our school through ongoing collaboration and professional learning.

Strategic Direction 2

Enhance Quality Student Learning

Purpose

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

Overall summary of progress

Executive staff attended local professional development by Leadership and High Performance on Hattie and 'Visible Learning.' Time was spent with our feeder High School to look at where they were at in the 'Visible Learning' journey so that we could address what we could do as a primary school to support student transition. Staff have been exposed to an over view of 'Visible Learning' and the research behind it. A survey was conducted to gauge staff thoughts on the implementation of 'Visible Learning' in our school for the new school plan.

A staff survey from the middle of the year showed that a majority of staff (81%) were engaging with Future Focused learning for students in their classrooms. We targeted further professional development in our Term 3 SDD based on areas of interest identified by staff which included working with the Google Suite, teachers sharing Future Focused learning practice from classrooms and revisiting the 4 C's.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 8% increase the % of Year 3 and Year 5 students in the top two bands of NAPLAN Numeracy.	LAST	60% of Year 3 students at Hamilton South Public School were in the top two bands for numeracy. 56% were in the top two bands for Year 5. There was a 7% increase of students in the top two bands for numeracy in Year 3. There was no increase in the top two bands for numeracy in Year 5.
• 8% increase the % of Year 3 and Year 5 students in the top two bands of NAPLAN Literacy.	LAST	74% of Year 3 students at Hamilton South Public School were in the top two bands for Literacy. 56% were in the top two bands for Year 5. There was a 4% increase of students in the top two bands for reading in Year 3. There was a 6% increase in the top two bands for Literacy in Year 5.

Next Steps

After an introduction to evidence based practice a collaborative discussion and survey were conducted. The result of this was supportive of evidence based practice being a focus of the 2018–2020 school plan.

We have made excellent progress in our understanding of Future Focused Learning. Changes of teaching practice are evident in classrooms and teacher feedback shows confidence with implementing various strategies. Future Focused Learning will continue to be embedded across our school through ongoing collaboration and professional learning.

Strategic Direction 3

Develop Quality Learning Environments

Purpose

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

Overall summary of progress

Work on our Wellbeing Framework has involved all staff throughout the year, with staff meetings and staff development days targeting specific areas of the DoE Wellbeing Framework and working to ensure our school aligns with it. A Hamilton South Public School Wellbeing Framework website has been created providing details of the schools practices. The school Anti Bullying Plan and School Discipline policy were reviewed and updated as a part of this process. Following from participation in staff meetings, staff are utilising flip card resources with behaviour technique reminders in classrooms. Collegial discussions are supporting implementation of techniques.

A tracking system for Keys to Success has been implemented using google docs allowing the picture of student recognition to be reviewed. Analysis of the student recognition by means of newsletters and other communications.

Our staff survey showed that all staff were accessing computers and iPads as a part of their classroom teaching on a regular basis. Processes for maintaining iPads and updating of computers has been reviewed and a new computer purchased through school funds to support the maintenance of iPads.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of classes accessing technology to support Future Focused learning.	\$20,000 Support for technology \$6000	iPads and laptops are being utilised across all classrooms as a tool to support Future Focused learning. Programs including Google suite and Seesaw are being used on all forms of technology to support the learning cycle. 3 hours a week funding for technology support was been highly beneficial. This has assisted in the maintenance of the technology, ensuring that technology is working when accessed.
<ul style="list-style-type: none">• 100% of students are recognised for achievement throughout the year.		All students, at some point throughout the year, had their achievement acknowledge through merit certificates and Keys To Success awards. This includes all 280 Keys To Success awards being recognised in the school newsletter 'Noticeboard' Student achievement in extra curricular activities is recognised weekly in the 'Noticeboard.' This included more than 210 individual results from sporting achievements.

Next Steps

Our Wellbeing Framework has been a significant focus. The finalisation of the documents and website will be completed and accessible in 2018. E safety will be a focus in the 2018 – 2020 school plan and will be embedded into Wellbeing areas including anti bullying and student discipline. The development of this and the relevant components will be included in the Wellbeing Framework website.

Technology development and enhancement will continue to be monitored and maintained throughout 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$14 500.00) 	An additional part time temporary teacher was employed to assist individual students and small groups with an indigenous background. This included direct one on one teaching as well as team teaching. Targeted learning outcomes were identified in collaboration with the classroom teacher and parent to formulate a Personalised Learning Support Plan. This resulted in strengthened support for Aboriginal students, especially at key transition points, and improved achievement of learning goals.
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$3 981.00) 	Identified students, including those who have accessed EALD, received support through the existing LAST program. Student achievement was reached in individual learning target areas.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$84 387.00) 	Learning and Support Teacher (LAST) working with students for literacy and numeracy support and development. Students identified by the Learning Support Team (LST), and a part of the Student Welfare caseload accessed LAST support on a cyclical basis. Support provided, in consultation with classroom teachers, lead to student growth in targeted areas of Literacy and Numeracy. Parents were engaged in collaborative and consultative meetings to guide personalised learning support that reflected student need.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$35 957.00) 	Training and development opportunities were organised and prepared for the benefit of all staff. This included development connected to the school plan. Comprehensive creating, gathering and analysing of student and school data was effectively used to guide areas of development in numeracy and school planning.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$9 742.00) 	An additional part time temporary teacher was employed to assist individual students and small groups with a low socio-economic background. This included direct one on one teaching as well as team teaching. Targeted learning outcomes were identified in collaboration with the classroom teacher and parent to formulate a Personalised Learning Support Plan. This resulted in strengthened support for identified students, especially at key transition points, and improved achievement of learning goals.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	217	228	233	238
Girls	192	203	192	189

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	96.7	96.9	96.4
1	94.7	96.2	94.6	96.5
2	96.3	95.4	94.8	95.7
3	95.7	95.8	95.3	95.7
4	96.5	95.8	94.7	95.6
5	95.6	95.9	95.8	96.1
6	95.7	94.6	95.4	95.9
All Years	95.7	95.8	95.3	96
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

Management of non-attendance

A process is in place to manage non-attendance. Absence explanation notes are set home at the beginning of each semester for parents and carers to use. The Skoolbag App as a communication tool between home and school. Included in App is an absence explanation that allows parents to electronically send notes to the school. Class teachers monitor student attendance. Follow up phone calls are used to ascertain reasons for absences. The Home School Liaison Officer (HLSO) is in contact with the school to monitor attendance and provide support to students and their parents/carers. Student attendance in 2017 was similar to 2016 and remains above the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	14.98
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.22
Other Positions	0

*Full Time Equivalent

We currently have one Aboriginal staff member employed at our school.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

- Learning and Support Network Meetings
- Local Management Group (LMG) Executive Development
- Primary Executive Network Meetings
- LMBR training and eFPT training – Principal, SASS and executive
- School Administrative Manager and School Administrative Officers Conference;
- SAS Staff Reference Group network meetings
- School Learning Support Officers Professional Learning Days
- 21st Century Learning staff development
- Understanding the physical literacy continuum
- Diabetes training
- Unpacking the Wellbeing Framework
- Introduction to Evidence Based practice.
- Introduction to 'The Numeracy Framework'
- Zones of Regulation
- Unpacking the Geography Syllabus
- Performance and Development Plan for non teaching staff – SLSO, SASS and Executive
- EAL/D network meetings
- Social Media master class
- Excel Intermediate 2010
- Meaningful Conversations
- Work Health and Safety induction
- Oliver training
- Improving Reading and Writing through Rich Texts
- Personalised Learning for Diverse Learners conference
- 10 Mistakes Principals Make and How To Avoid Them
- Evaluation Essentials for School Leadership
- AUSTSWIM Teacher of Swimming and Water Safety Certificate
- Numeracy Across the Curriculum: Using the Numeracy Skills Framework

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	10,895
Revenue	3,738,416
Appropriation	3,495,786
Sale of Goods and Services	2,784
Grants and Contributions	239,053
Gain and Loss	0
Other Revenue	0
Investment Income	793
Expenses	-3,657,296
Recurrent Expenses	-3,657,296
Employee Related	-3,291,407
Operating Expenses	-365,889
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	81,120
Balance Carried Forward	92,015

A number of new processes have been put in place during 2017 to support effective finance management. To assist staff to follow the new LMBR budgeting, an overview of finance allocation was created and shared to show Cost Centres and GLs. Executive staff oversee the monitoring of stage levy spending which covers cost including subscriptions and fieldhire for sport. We have finance meetings once fortnight where we look at the school overview report to monitor our spending, employee cost salaries and whole school spending.

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	2,541,591
Base Per Capita	67,843
Base Location	0
Other Base	2,473,748
Equity Total	112,610
Equity Aboriginal	14,500
Equity Socio economic	9,742
Equity Language	3,981
Equity Disability	84,387
Targeted Total	626,398
Other Total	41,408
Grand Total	3,322,008

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.

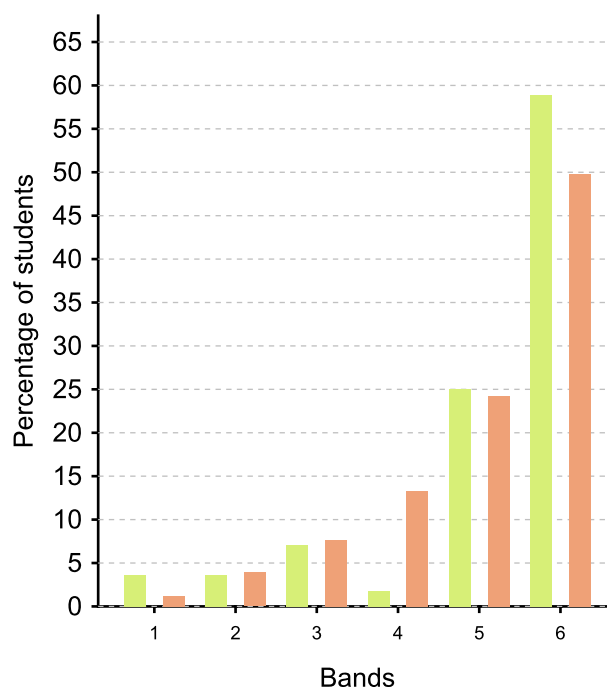
Our NAPLAN reading results included 77% of Year 3 students and 65.5% of Year 5 students sitting in the top two bands in Reading.

84% of Year 3 students and 53.5% of Year 5 students were in the top two bands for Grammar and Punctuation.

In Year 3 the school mean for literacy was 469.75, well above the state mean of 432.15

In Year 5 the school mean for literacy was 522.75, well above the state mean of 500.15.

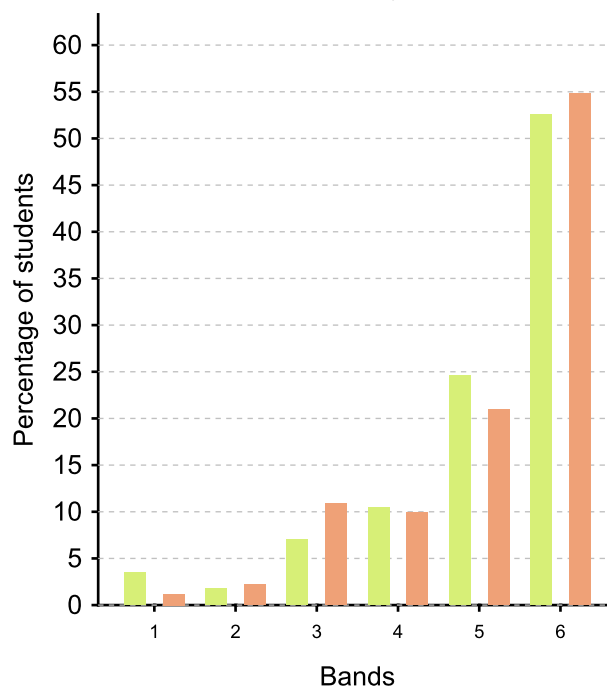
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.6	3.6	7.1	1.8	25.0	58.9
School avg 2015-2017	1.2	3.9	7.7	13.3	24.2	49.8

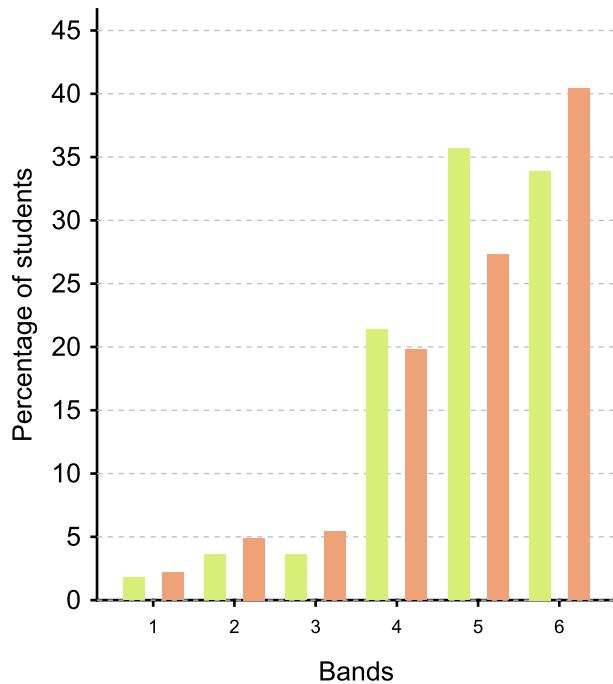
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.5	1.8	7.0	10.5	24.6	52.6
School avg 2015-2017	1.2	2.2	10.9	9.9	21.0	54.8

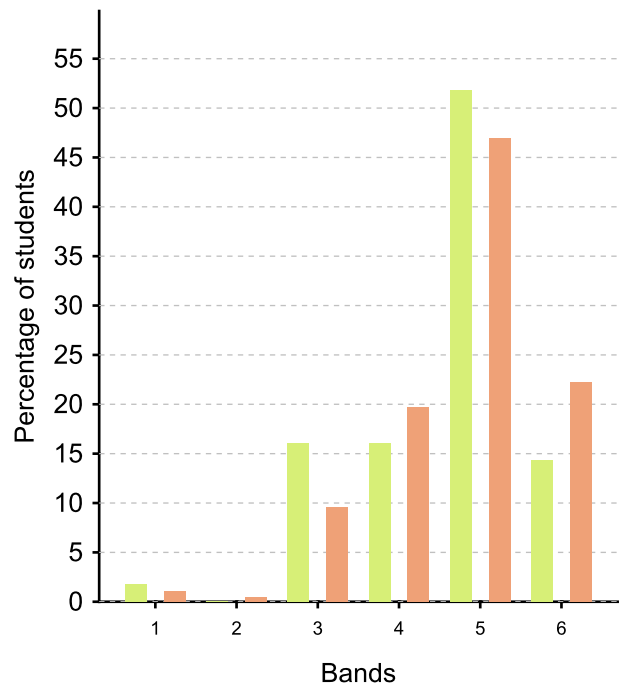
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.8	3.6	3.6	21.4	35.7	33.9
School avg 2015-2017	2.2	4.9	5.4	19.8	27.3	40.4

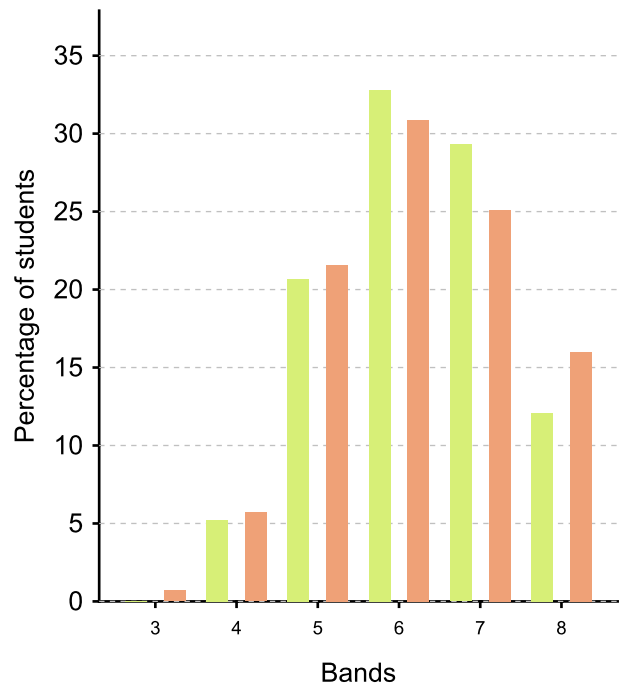
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.8	0.0	16.1	16.1	51.8	14.3
School avg 2015-2017	1.1	0.5	9.6	19.7	46.9	22.2

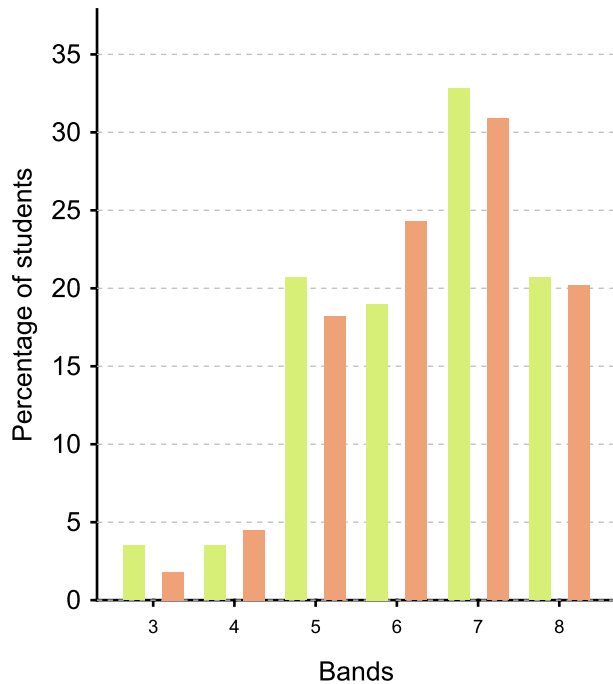
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	5.2	20.7	32.8	29.3	12.1
School avg 2015-2017	0.7	5.7	21.6	30.9	25.1	16.0

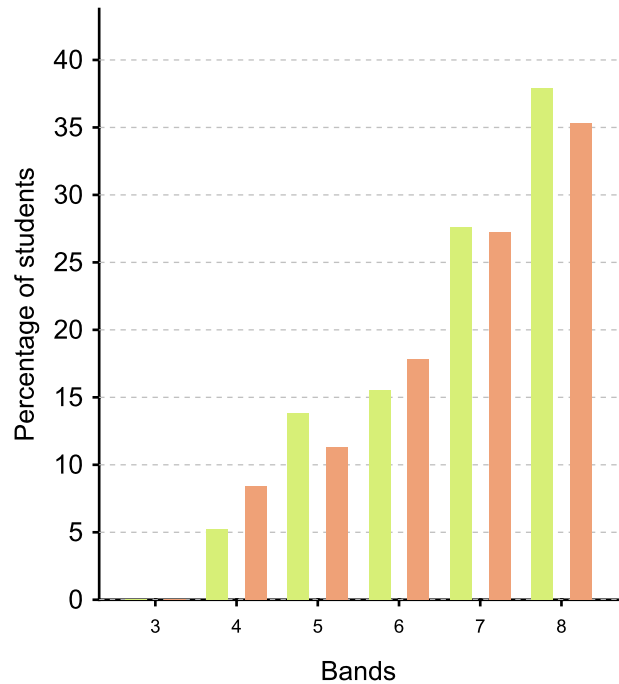
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.5	3.5	20.7	19.0	32.8	20.7
School avg 2015-2017	1.8	4.5	18.2	24.3	30.9	20.2

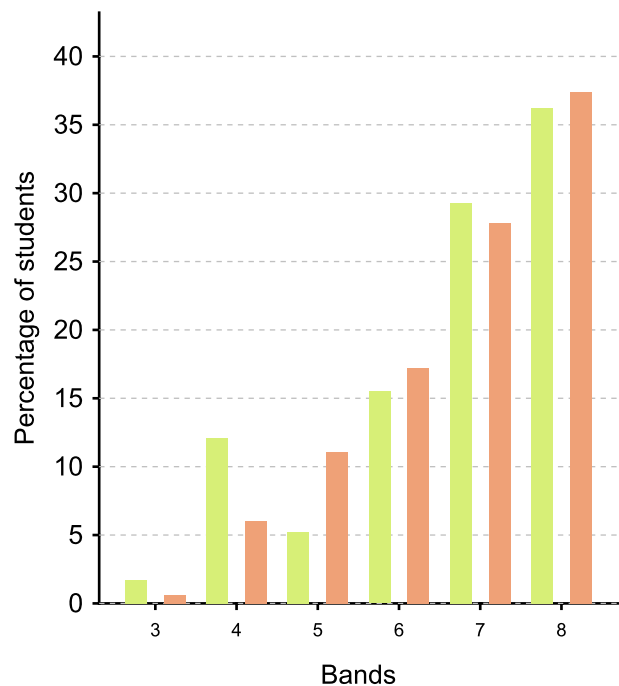
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	5.2	13.8	15.5	27.6	37.9
School avg 2015-2017	0.0	8.4	11.3	17.8	27.2	35.3

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

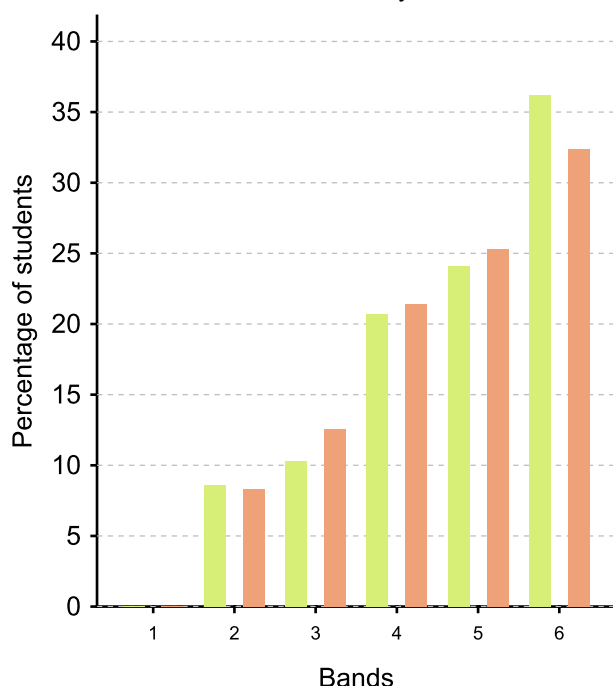
Band	3	4	5	6	7	8
Percentage of students	1.7	12.1	5.2	15.5	29.3	36.2
School avg 2015-2017	0.6	6.0	11.1	17.2	27.8	37.4

Our NAPLAN Numeracy results included 60.3% of Year 3 students and 56% of Year 5 students sitting in the top two bands.

In Year 3, the school mean for numeracy was 444.5, well above the state mean of 416.1 .

In Year 5, the school mean for numeracy was 537.2, well above the state mean of 499.6.

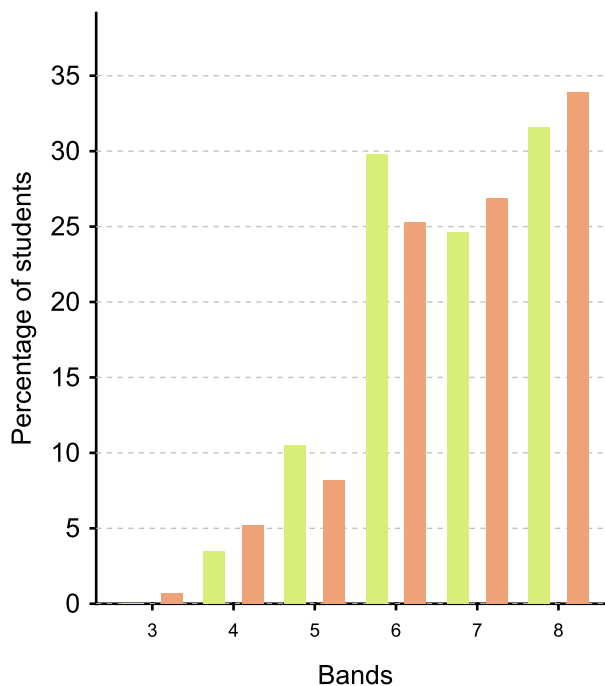
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	8.6	10.3	20.7	24.1	36.2
School avg 2015-2017	0.0	8.3	12.6	21.4	25.3	32.4

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	3.5	10.5	29.8	24.6	31.6
School avg 2015-2017	0.7	5.2	8.2	25.3	26.9	33.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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

74% of Year 3 students and 56% of Year 5 students were in the top two bands for literacy.

60% of Year 3 students and 56% of Year 5 students were in the top two bands for numeracy.

There was a 4% increase in Year 3 Literacy compared to 2016 and a 6% increase in Year 5.

There was a 7% increase in Year 3 numeracy compared to 2016 and no increase in Year 5.

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

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

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

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



Parent/caregiver, student, teacher satisfaction

An evaluation of senior student leadership was conducted in 2017 to review processes and gather an overall picture of satisfaction. With 135 respondents to our survey, the data gathered was both reliable and informative. The results showed that 76% of parents were satisfied with our current picture of gender based leadership (equal number of boys and girls as leaders) and 79% of parents supported the use of a preferential voting system to determine the leaders. 90% of our parents supported all students having the opportunity to present leadership speeches. On the basis of the results, these aspects of our leadership selection process has remained the same. 66% of parents and 58% of staff felt that the voting should be only Year 3 – 5, rather than Year 2 – 5. This process was put in place at during 2017 voting. Opinions towards to student and teacher weighting in regards to the voting process was divided. 50% of parents and 70% of staff felt that the weighting should be equal. 45% of parents and 30% of staff felt that teachers votes should have more weight than student votes. 5% of parents felt that student votes should have more weight. It was decided to leave the weighting as equal.

The Tell Them From Me surveys were completed during 2017. Students from Year 4–6 completed the student outcomes and school climate survey. The results showed that 96% of our students value schooling outcomes and 91% feel they try hard to succeed in their learning. 90% of students feel that they have positive behaviours at school while 88% of students have friends at school they can trust and who encourage them to make positive choices. All of these results sat above the NSW Gov Norm.

Parents completed the Partners in Learning survey. Only 63 parents completed the survey so while the survey is informative, the data is not a reliable picture as we have over 250 families. Our school level custom

measures looked at surveying evidence of technology in our school and the things at are most valued by parents at HSPS. The technology information showed that 65% of parents had accessed Skoolbag and 60% had used Class Dojo. 47% had seen Google classroom being utilised by their child and 38% had seen their child's computer skills improve. The survey on school value showed that Quality Teaching and Learning and Dedicated and Committed Staff were the two areas that were most highly valued at HSPS, with 55% of parents putting these two areas in their top three choices. These were followed by Parent and Teacher Student Relationships (35%) and Positive Ethos and Culture (33%).

Feedback from parents after our Friends Day was again overwhelmingly positive, with parents acknowledging a hugely successful day that celebrated student learning. The showcasing of *Thinking While Moving* was a highlight with 100% of classes offering opportunities for parents and friends to be involved in movement activities with their children.



Policy requirements

Aboriginal education

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



Multicultural and anti-racism education

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