

# Hambledon Public School

## Annual Report



2017



4590

## Introduction

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

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

Judy McEwen

Principal

## School contact details

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## Message from the Principal

Welcome to our Hambledon Public School Annual Report for 2017. This report provides a summary of our achievements in 2017 and a platform to communicate our priorities and the focus of our learning for 2018 – 2020. Once again, it has been a privilege and pleasure to lead and work with the Hambledon school community, demonstrating how we value our motto learning for life. Our school enjoys a well-deserved reputation for strong academic achievement, a tradition of excellence and a caring, supportive school environment. We hold high expectations for student achievement and provide a wide variety of learning programs.

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

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

## Message from the school community

Well, what a year. We have achieved a lot again this year with significant fundraising for our school.

I would like to thank everyone who has been involved in the various fundraising events including school discos, the new event this year – the movie night and the usual events being Fathers' Day and Mothers' Day stalls.

Deb Corkery and her team have again achieved great things. The new uniform items have been a great hit with the kids. The uniform store is our consistent fundraiser for the school.

Attendance at meetings this year has been better than previous years again. A large number of volunteers have assisted at our bigger events this year. We are hoping that will continue. We have seen the implementation of some sponsorship initiatives to help boost the fundraising efforts. I am sure organisers of this event next time will make use of this and many other options available to the P&C.

Thanks to the two Vice Presidents, Craig Bennett and Jen Cassidy, secretary Alison Ballard and treasurer, Mel

Hindmarch. Eleanor Harrison and the fundraising committee, along with Yvette and Alison, pushing the movie night very hard, have done great jobs in the fundraising department. We have seen new equipment purchased with some of these funds. I know we are all proud to be handing over a new cheque for \$20 000 again this year.

The next year will see some changes in the P&C with some of our committee moving on to the high school and others just starting at our school. We are looking to have an even bigger Kindergarten cohort next year with applications still coming in for school next year.

I am sure the P&C and school will continue to prosper next year with some exciting times ahead.

Ty Hayes – President 2017

## School background

### School vision statement

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

### School context

Hambledon Public School is located on Bali Drive and serves a small part of the Quakers Hill Community. The school will celebrate its 25th year anniversary in 2019 and has grown to over 650 students. Over a third of our school student body identify as being from a language background other than English, and education is highly valued by our school community. We have high expectations of our students and our school motto "learning for life" inspires staff to equip students with the skills to learn and to adapt in an ever-changing world, and, at the same time, become "lifelong learners".

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

During 2017, our staff at Hambledon Public School continued to utilise the School Excellence Framework to support our aim of achieving excellence in every domain. Planned staff meetings and focus groups were dedicated to examining our progress in relation to our school plan and ensuring our achievement milestones were based on our strategic directions and correlate with the School Excellence Framework. We collected evidence to support our decisions.

We utilised staff development days and after school professional learning to examine our plan in order to determine areas of strength and development as we continue our learning journey. Community, student and teacher feedback was gauged through the "Tell Them from Me" survey and throughout the year, teams of teachers, led by the executive, assessed our progress against the School Excellence Framework. Along with evidence through programs and school-based data, the criteria of 80% agreement by survey participants was deemed to be achieving each criteria of the School Excellence Framework outcome. Our self-assessment process will assist the school to refine 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-g>

## Strategic Direction 1

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

### Purpose

#### Learning

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

### Overall summary of progress

In 2017, our school moved to excelling in our learning culture, which is underpinned by John Hattie's visible learning framework. Strategies were implemented for students to become more aware of the qualities of a learner and ensure they act on feedback to take responsibility for their learning. Through continuing to adopt a collegial approach across our school community, we regularly assess the directions of our learning goals by reflecting as a whole school and in stages.

School-wide there is collective responsibility for student learning and success with high levels of student, staff and community engagement. Continued improvements in our assessment and reporting systems continue to improve student and parent understanding about learning progress. The use of WALT(We Are Learning To) and WILF (What I Am Looking For) processes underpin all learning and make it possible for students to set their own goals and demonstrate their competence in educational outcomes. Our staff have continued to improve the different levels of feedback they use with students in regard to their learning, and have worked to ensure students develop learning goals to direct their next level of learning.

Kindergarten, Years 1 and 2 are now all implementing Language, Learning and Literacy (L3) and have additionally this year been trained in Targeted Early Numeracy (TEN). The level of differentiation in rooms has increased dramatically with the implementation of these programs. Years 2 – 6 continue to use Bump It Up walls in the area of writing to enable students to critically reflect on where to next. Pobble has been introduced in Stage 2 to enable them to look at broader world examples. Sound waves is now in its second year with and spelling data continues to be above state average in NAPLAN testing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To have 80% of students at the end of Year 2 reading a level 24 PM reader independently.	\$40 000 on L3 training and reading resources	<p>L3 Data 2017</p> <p>Kindergarten</p> <ul style="list-style-type: none"><li>• 73% students reached reading levels 9 or above.</li><li>• In the aspect of reading 90% achieved cluster 4 or above</li><li>• In the aspect of comprehension 77% achieved cluster 4 or above</li><li>• In the aspect of writing 80% achieved cluster 4 or above</li></ul> <p>Year 1</p> <ul style="list-style-type: none"><li>• 84% students reached a reading level of 15 or above</li><li>• In the aspect of comprehension 76% achieved cluster 6 or above</li><li>• In the aspect of writing 62% achieved cluster 6 or above</li></ul> <p>Year 2</p> <ul style="list-style-type: none"><li>• 78% of students reading independently at level 24 or above</li><li>• 35% reading at reading levels 27 and beyond</li><li>• In the aspects of comprehension 80% of students achieved cluster 7 or 8</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To have a 25% increase in students in Years 5 and 7 achieving greater than or equal to expected growth in NAPLAN Literacy and Numeracy testing.	\$40 000 in extra learning support, extension and school learning support officer time.	In literacy increase in growth of students from Year 5 to Year 7 from 544.0 to 552.6  In numeracy increase of students from Year 5 to Year 7 from 544.1 to 555.0
To implement Visible Learning so 90% of students have a positive effect size, and for Years 3–6 to have an average effect size of 0.6 in reading, writing, grammar, spelling and English.	\$102 000 in QTSS Funds  \$40 000 expended on professional learning for staff this year on L3 and reading resources. \$1800 on Covey access passes for the executive team.	NAPLAN data effect size calculated for 2017 in reading 0.37, writing 0.58, spelling 0.56, grammar and punctuation 0.46 and numeracy 0.77.
For all students to recognise what makes a good learner and to set personal learning goals as shown by survey data.	As above	According to the survey 85% of students reported setting learning goals. In a staff survey 80% reported they feel the setting of goals has become part of normal teaching practice.
For all students to be receiving effective feedback in the classroom as shown by survey data.	\$10 000 spent on TEN training for staff and mathematics resources for classrooms.	Tell Them From Me survey data in 2017 students stated effective feedback occurred 62% usually, 29% sometimes with only 5% stating it rarely happened.

## Next Steps

Hambledon will continue to look at ways to actively collect and use information to support students.

**Learning Culture and Wellbeing** Continue to maintain across the school a collective responsibility for student learning and success, with high levels of student, staff and community engagement. Continue to ensure positive and respectful relationships across the school community which underpin a productive learning environment, and support students development of strong identities as learners through our focus on PBL changes addressing the learner and citizen.

**Curriculum and Learning** TEN training to move toward teachers on Years 3 and 4 enabling students, teachers and parents to have a common language around mathematics. L3 training to continue for those new to the grade and Year 3 teachers to explore the use of L3 practice on their grade. Further opportunities to explore enrichment and gifted and talented opportunities in a longer a more meaningful way K–6 including a focus on creative and critical thinking programs in English, mathematics and science. A continued focus on integrating technology in all classrooms will aim to improve student and teacher knowledge and skill, and provide them with increased and varied learning opportunities.

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

**Student Performance Measures** Our key focus for 2018 will be to continue improving student performance measures in literacy and numeracy. A continued focus on in–depth analysis of student data in the areas of writing, reading and number will provide direction for teaching programs and more regular assessment tasks linked to teaching and learning and worked toward ensuring 5 weekly planning to program learning to students needs.

## Strategic Direction 2

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

### Purpose

#### Teaching/Leading

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

### Overall summary of progress

In 2017 Hambledon staff have continued to focus on developing a culture of high expectation and quality practice. All teachers developed goals relating to their own professional development with a collective school goal, which focused on trialling and investigating elements of visible learning. Teachers demonstrated a broad commitment to their ongoing development as members of the teaching profession. Achievements in teaching elements in 2017 include the implementation of a numeracy assessment linked to the continuum; the implementation of sharing afternoons focused on integrating technology and differentiation; the development of strategies to implement explicit feedback into classrooms; integration of technology with HP tablets being utilised in all 3–6 rooms and a focus on professional development to enable staff to use Office 365 in their daily teaching practice. The continued implementation of the PDP (professional development plan) process and refinement and professional development of curriculum outcomes will improve teaching standards.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All learning programs will have 21st century and technology skills embedded and explicitly taught.	\$50 000 school funds for infrastructure and hardware  \$20 000 P&C funds for hardware	<ul style="list-style-type: none"><li>• Improved access to wifi across all classrooms.</li><li>• ICT skills are being implemented into teaching and learning programs to reinforce syllabus outcomes.</li><li>• Specific skills are being taught by teachers in the library and RFF lessons.</li><li>• Teachers are using Office 365 for programming and lessons with students to increase student and staff collaboration</li></ul>
All teachers will understand and demonstrated a broad commitment to the Professional Development Framework and Australian Teaching Standards.	Professional learning and QTSS funds as mentioned previously	All teachers completed their PDP this year using Office 365 sharing their work with supervisors and the principal.  All PDPs were linked to the Australian Professional Teaching Standards, and their goals linked to their own professional learning as well as the school's focus of visible learning and L3.
All stages will show differentiation within English and Mathematics programs with a focus on Gifted and Talented programs.	TEN training and L3 training as mentioned earlier	All English and mathematics programs show differentiation to accommodate the learning needs of all students.  Gifted and talented programs in mathematics, writing, coding and science have been established for high achieving students across the school.
The NSW National Curriculum will underpin all programs with inquiry learning, technology and differentiated curriculum content embedded as needed.	\$ 2 500 Teacher casual relief in literacy and numeracy.	The NSW National Curriculum underpins all key learning areas. Inquiry learning forms the basis for history, geography and science. Mathematics and English programs have embedded differentiation.

### Effective Classroom Practice

The school leadership team to increase their presence in demonstrating instructional leadership, promoting and modelling effective evidence based practice with a particular focus on visible learning, the use of integrated technology, L3 and TEN.

Teachers to continue to develop their skills in the area of regularly reviewing the learning of each student, ensuring all students have a clear understanding of how to improve their learning particularly in the areas of literacy and numeracy.

### Data Skills and Use

A review of assessment procedures started in 2017 and will continue throughout 2018 to focus on developing more streamlined data collection and ensure the school moves to excelling in this area. The use of L3 and TEN data in Kindergarten to Year 2 and standardised assessments in mathematics will be implemented to continue to compliment the numeracy continuum assessment.

The leadership team will now focus on engaging the school community in reflecting on student performance data.

### Collaborative Practice

Currently teachers collaborate within stages and our next level of focus is to broaden collaboration across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. A particular focus will be in the areas of numeracy and literacy. Five weekly programming models will continue to be developed across stages.

The embedding of the gifted and talent policy and procedures will continue to be a focus which is supported by staff, student and parents data through Tell Them From Me and other feedback surveys.

The school will continue to embed systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

### Learning and Development

Teachers at Hambledon have embraced evidence based research to improve their performance and development.. During 2018 we will now work on a more consistent approach to our school evaluating professional learning activities to identify and systematically promote the most effective strategies.

We will continue to provide a high level of support for beginning and early career teachers to ensure they continue working and thriving in the profession.

Opportunities for all staff to actively engage in planning their own professional learning development to improve their performance and the performance of others will continue to be a priority.

### Professional Standards

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

### Strategic Direction 3

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

#### Purpose

##### Leading/ Community

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

#### Overall summary of progress

During 2017, the focus of the leadership team has been to continue to develop stronger connections with the Quakers Hill Learning Community, Hills Learning Community and the Hambledon Educational Community. A highly effective transition program continues to be implemented to support students coming to Hambledon Public School, including pre-kindergarten students, who participate in increased transition activities and reading afternoons for both students and parents. Increased connections with Quakers Hill High and other local schools have enabled more effective high school transitions and provided a range of extended learning activities for our students.

Our executive team and staff have benefitted from increased learning opportunities with a variety of networks.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 50% increase in parental involvement in the P&C and affiliated events.	\$500 Engaging the community funds	Attendance at P&C meetings has increased by 50% at most meetings.  There was a considerably large increase of parent support for P&C events this year, in particular the movie night which attracted the largest number of families to a school community event.  The support crew working on this event included over 60 volunteers including P&C, staff, parents and local community organisations and businesses.
Parent surveys show an increased ability to support their child's learning at home	\$4 000 Engaging the community funds.	An evening workshop for parents and students focused on TEN and science activities to assist parents in gaining a better idea about the way these subjects are taught. This very successful evening attracted over 100 students and parents.  The Kinder transition program contains a series of workshops to support parents in understanding school routines and how mathematics and reading are taught. These workshops are very popular attracting 20 – 30 parents again this year to each workshop.
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.	As above	Over 90% of parents through a feedback survey stated the school has a positive school culture of inclusion and respect.  Data in the Tell Them From Me surveys also supports this viewpoint.  Events which invite parents and grandparents into our school continue to be an important aspect of the way our school operates including Mothers' and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.		Fathers' Day breakfasts, Grandparents Day and a variety of other family friendly events.
School leaders will build links with other school networks to share resources and develop curriculum.	\$1 800 Covey Access passes for executive leadership development  \$ 5 000 teacher relief	Our links with the Blacktown Learning Community, Quakers Hill and Hills Learning Community continue to grow and thrive.  We choose to be involved in opportunities which meet the needs of executive, teachers, admin staff, students and parents.  Increased opportunities for all members of our school learning community have been made available to us through proactive engagement with all these groups.  This year we extended access to other learning communities through a leadership program and creating the first Hills Public Speaking Competition for Stages 2 and 3. Next year we will also include Stage 1.
A reduction of incidents resulting in detention as shown by PBL data.	\$4 000 Engaging the community funds.	Every year there continues to be an 11% improvement in behaviour at Hambledon as shown by PBL data.

## Next Steps

### Leadership

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

### School Planning Implementation and Reporting

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

### School Resources

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

### Management Practices and Processes

The leadership team at Hambledon Public School will continue to improve practices and develop more efficient and effective leadership strategies. Continued professional development for executive staff on instructional leadership, the implementation of the new finance system and Quality Teaching Framework will ensure their capacity to plan our strategic direction and school plans beyond 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$9 715 was allocated to our school to support our students.</p> <ul style="list-style-type: none"> <li>• \$3 000 used in teacher time</li> <li>• \$5 000 used to provide extra SLSO time</li> <li>• \$1 500 used to support extra curricular, educational experiences or uniforms</li> </ul>	<p>Personalised Learning Pathways were developed for Aboriginal families who participated in the process.</p> <p>Smoking ceremony experienced by all students as part of our NAIDOC week celebrations.</p> <p>An Aboriginal community member met with our Aboriginal students for morning tea to share culture.</p> <p>Additional support for students in classrooms supported by our specialist EALD staff and SLSOs.</p> <p>Progress in student learning has been achieved with 96% of students from Aboriginal or Torres Strait Islander descent achieving growth in all key aspects of literacy and numeracy.</p>
<b>English language proficiency</b>	<p>\$19 480 extra teacher time supported by this money.</p>	<p>Extra teacher time allocated to support programs in classrooms.</p> <p>71% of students in Year 5 NAPLAN achieved greater than or equal to expected growth in numeracy and 54% in reading.</p>
<b>Low level adjustment for disability</b>	<p>\$52 411</p> <p>Mixture of teacher time and SLSO time was supported by these funds.</p>	<p>L3 and TEN training supported by these funds for teachers across Kindergarten to Year 3. We now have 12 teachers trained in L3 and TEN across the school. Another 7 will be trained in TEN next year from Years 3 and 4.</p> <p>Teacher time to support learning programs for students.</p> <p>SLSO time increased to support students with specific programs including Multilit.</p> <p>Reduction in the number of students below National Minimum Standards (NMS) in 2016–2017 NAPLAN data, including 0% of students below NMS in Year 3 for spelling and writing.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$102 435</p>	<p>Effective feedback has been implemented into all classrooms with all teachers participating in the PDP process, professional development and lesson observations with a particular focus on literacy and numeracy.</p> <p>Executive team gained extra release to observe, support and mentor teachers in their teams.</p>
<b>Socio-economic background</b>	<p>\$47 659</p> <ul style="list-style-type: none"> <li>• \$30 000 to assist in creating 2 days additional teacher time to support learning and support students as well as programs for enrichment across the school</li> </ul>	<p>Additional learning support for students in classrooms</p> <p>Enrichment programs in writing, mathematics, coding and science were created for students from Kindergarten through to Year 6.</p>

<b>Support for beginning teachers</b>	\$24 238	<p>Teacher release provided for beginning teachers and mentors to work with them on literacy, numeracy, assessment and reporting as well as basic induction procedures to support them in their first 2 years. There were 3 teachers eligible for this time during 2017.</p> <p>L3 and TEN training was also supported by these funds for these teachers.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	320	314	323	340
Girls	316	319	299	306

Hambledon had a total enrolment for 2017 of 646 students. This represents a slight increase from 2016. We expect to increase again during 2017 with the building of new homes and town houses in our school boundary area.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	94.7	95.8	94.5
1	95.7	92.6	94.2	93.2
2	95.5	95	94.2	94.8
3	96.6	95.6	95.5	93.2
4	94.3	93.8	93.8	94.6
5	96.2	93.7	94.9	94.3
6	94.8	94.4	93.6	94.5
All Years	95.5	94.3	94.6	94.2
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

Hambledon Public School is proactive in managing students of non-attendance. Together with the Home School Liaison Officer (HSLO) students, whose attendance is of a concern, are identified and strategies implemented to improve attendance .

In 2017, attendance at Hambledon Public School remained above state average. Attendance is

monitored and encouraged through:

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

### Class sizes

Class	Total
_KJOEYS	18
_KBILBIES	20
_K/1LORIKEETS	24
_KPOSSUMS	20
_KKOALAS	19
_1BROLGAS	24
_1ROSELLAS	23
_1OWLS	23
_2PENGUINS	25
_2DOLPHINS	25
_2TURTLES	25
_2SHARKS	24
_3MARS	24
_3JUPITER	25
_3/4WATTLES	29
_3SATURN	25
_4JACARANDA	29
_4GREVILLEA	29
_4BANKSIA	29
_5SAPPHIRE	29
_5RUBY	29
_5JADE	28
_6HAWKING	30
_6DARWIN	30
_6NEWTON	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.7
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

In 2017, one staff member identified as being of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Significant professional learning was yet again undertaken by Hambledon Public School staff during 2017. All staff participated in regular professional development sessions to complete Department of Education compliance training and many sessions to collaborate on teaching and learning programs. Professional learning was designed to build the capability of staff to achieve key priorities set out in our school plan. Additionally all staff participate in the developing and completing their own individual Performance and Development Plan.

Focus areas for 2017 included:

- Visible learning with a focus on feedback,

success criteria and learning intentions;

- L3 training for staff new to Years 1 and 2 plus consolidation year for staff on Kindergarten and Year 1;
- TEN training of 3 teacher facilitators at Hambledon as well as the training of all teachers on grades Kindergarten to Year 2
- Sound Waves spelling master class;
- Visual arts workshop with Arts Unit;
- Focus groups working on visible learning, Positive Behaviour for Learning (PBL) and Gifted and Talented;
- Programming and planning sessions for stage groups every 5 weeks which looked at student data to inform programming in 5 weekly cycles;
- Lesson observations of each other and by the executive team to support staff in their learning goals

Other opportunities for specific teachers included:

- Blacktown Learning Community Early Career Network;
- Staff sharing sessions on Microsoft excel and using technology in the classroom
- Librarian network meetings;
- School Administration Manager network group;
- Principal's network meetings and compliance training;
- Covey Access Pass Modules with the Hills Network of schools for the executive team; and
- Finance training for office staff and senior executive.

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

Hambledon Public School has two New Scheme Teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation while 18 of our new scheme teachers are in the maintenance phase. During 2017, two casual members of staff obtained their professional teacher accreditation.

# 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	480,995
<b>Revenue</b>	5,068,788
Appropriation	4,773,826
Sale of Goods and Services	35,513
Grants and Contributions	250,874
Gain and Loss	0
Other Revenue	0
Investment Income	8,574
<b>Expenses</b>	-4,924,245
Recurrent Expenses	-4,924,245
Employee Related	-4,502,377
Operating Expenses	-421,868
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	144,543
<b>Balance Carried Forward</b>	625,538

A large amount of funds this year continued to be spent on teacher professional learning in the areas of L3 (Language, Learning and Literacy) in the early years) and TEN ( Targetted Early Numeracy) Programs. We now have all current teaching staff on Kindergarten , Years 1 and 2 either fully training or in their final year of training. Teachers on Years 3 and 4 will be trained in TEN next year.

A large purchase of resources for classrooms from Kindergarten to Year 3 in the area of mathematics has been a focus this year.

Another major focus this year was ensuring normal teaching classes continued to be covered by experienced casual staff to enable a wide variety of extra curricular opportunities to occur across the school minimising disruption where possible to normal teaching.

In the area of technology we continued to increase the access to portable technology in classrooms across our school including more HP tablets. Five classrooms also

had Promethean panels installed to replace old Smartboard technology. These purchases were supported by our P&C who yet again donated \$20 000 toward the cost of this upgrade. By 2020 all permanent classrooms should have these new panels installed.

Additionally as a school we paid over \$30 000 to have our wifi upgraded, connected classroom moved to the library and various other hardware improvements to enable us to handle the increasing amount of technology across our school.

Our relentless focus on visible learning and teacher observations and collaboration continues to be a strong focus of our learning culture at Hambledon. Teachers have more than doubled the number of lesson observations since last year. An increased amount of planned team leader observations have also been made possible through the availability of funds to ensure quality casuals are employed regularly to support these initiatives.

Over the next few years we need to ensure funds are still allocated to:

- Teacher professional learning and classroom resources;
- Upgrades to the external look of our school including signage, grass playground area and covered walkways; and
- Home reading resources for Kindergarten to Year 2 have been targeted next year.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,049,052
Base Per Capita	95,058
Base Location	0
Other Base	3,953,994
<b>Equity Total</b>	332,413
Equity Aboriginal	9,715
Equity Socio economic	47,659
Equity Language	121,054
Equity Disability	153,985
<b>Targeted Total</b>	93,251
<b>Other Total</b>	225,993
<b>Grand Total</b>	4,700,709

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

### School-based assessment

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

Two main focuses on improving assessment in 2017 were

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

### 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.

#### Reading

- Year 3 students 76% of students and Year 5 students 67% achieved the top 3 bands

#### Writing

- Year 3 students 79% and Year 5 students 43% achieved the top 3 bands

#### Spelling

- Year 3 students 62% and Year 5 students 48.8% achieved the top 2 bands
- Year 3 students 84% and Year 5 students 73%

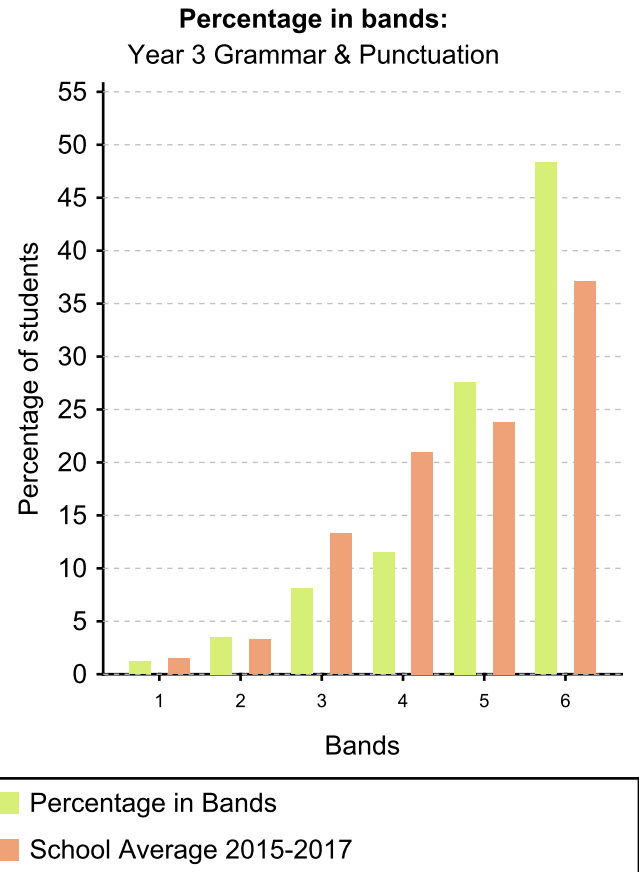
achieved the top 3 bands

### Punctuation and Grammar

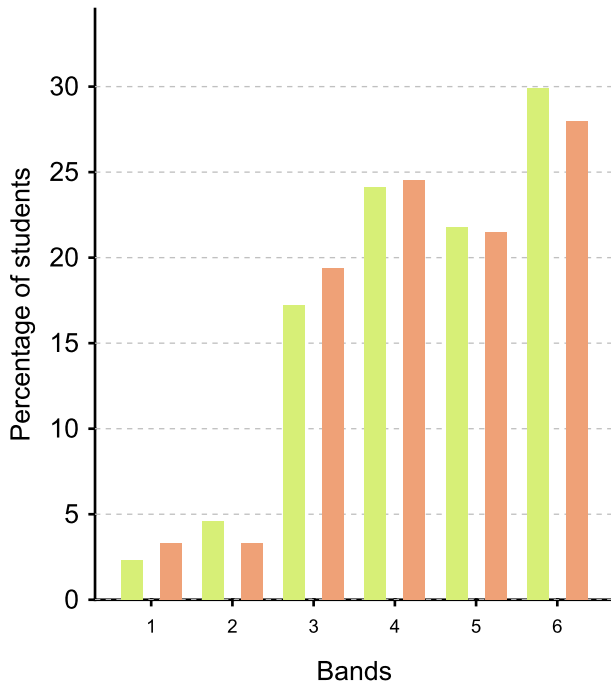
- Year 3 students 75.9% and Year 5 students 45% achieved the top 2 bands
- Year 3 students 87% and Year 5 students 73% achieved the top 3 bands

### Growth

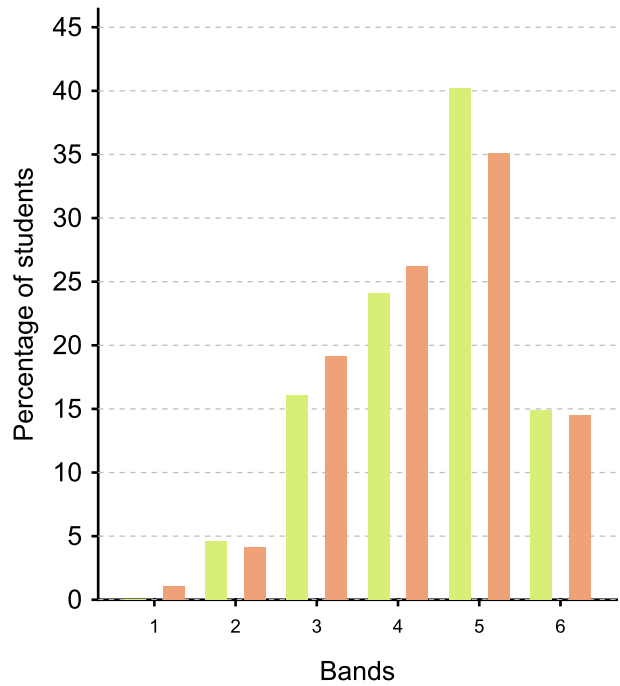
- In the area of reading and writing we were slightly below state average
- In the areas of spelling, grammar and punctuation our growth exceeds the state average



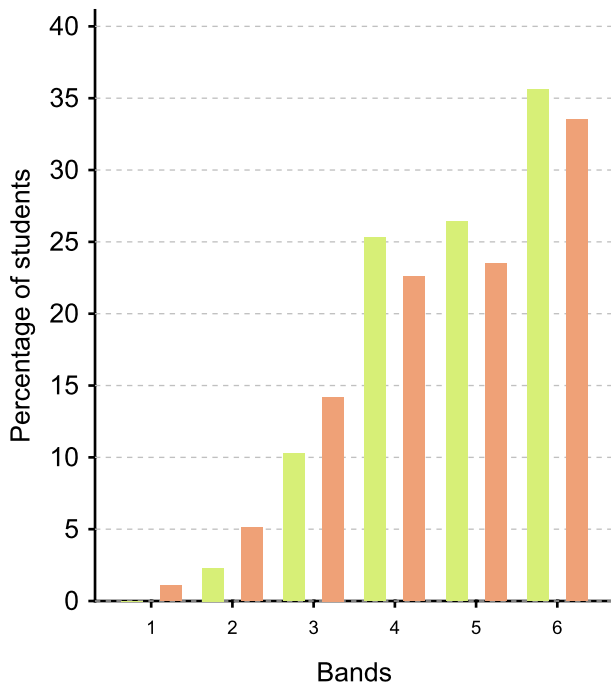
**Percentage in bands:**  
Year 3 Reading



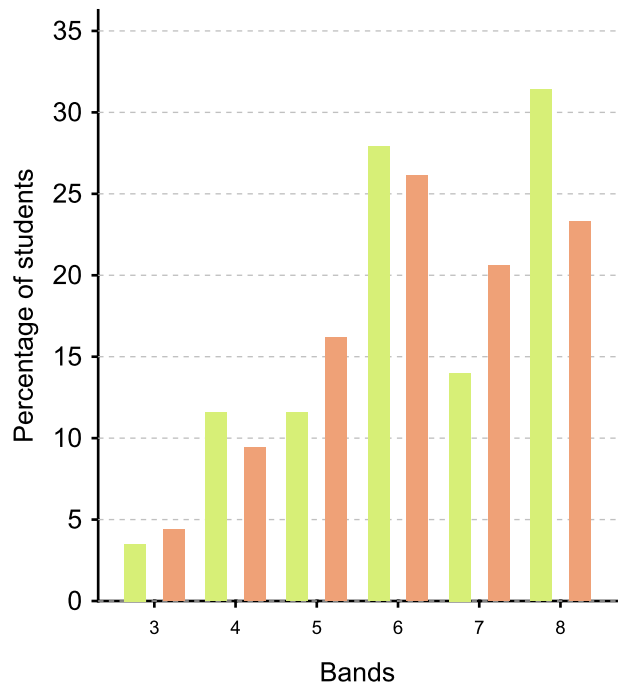
**Percentage in bands:**  
Year 3 Writing



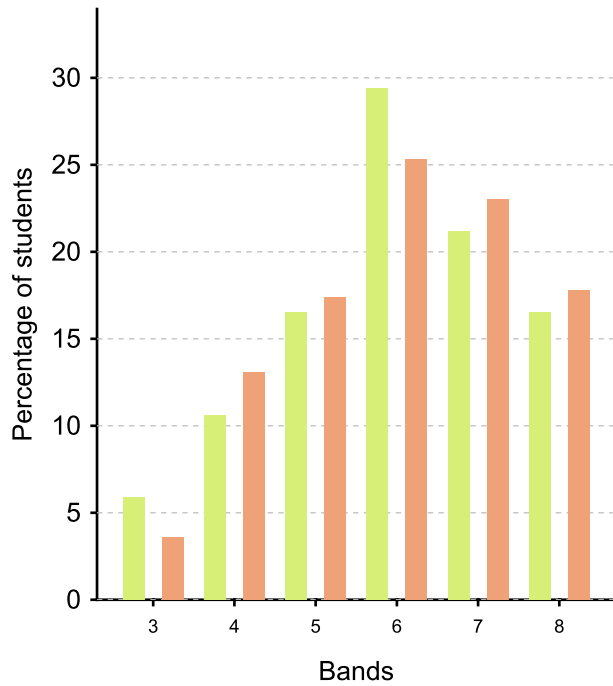
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation

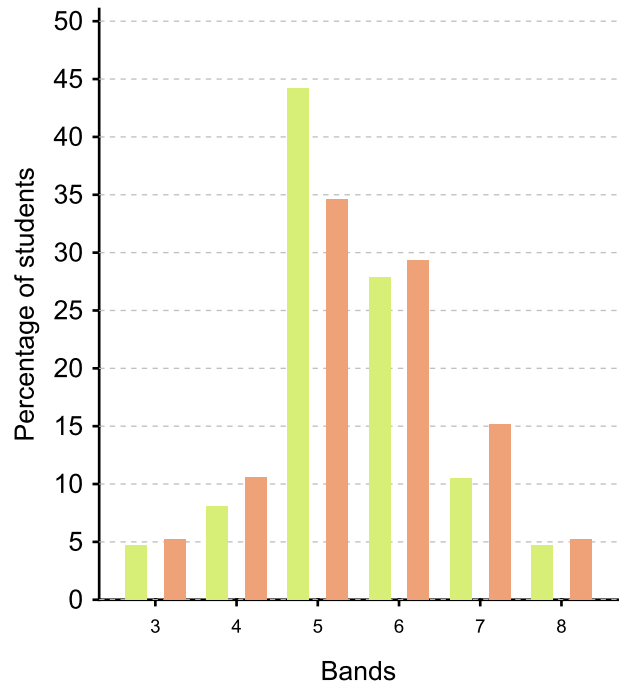


**Percentage in bands:**  
Year 5 Reading



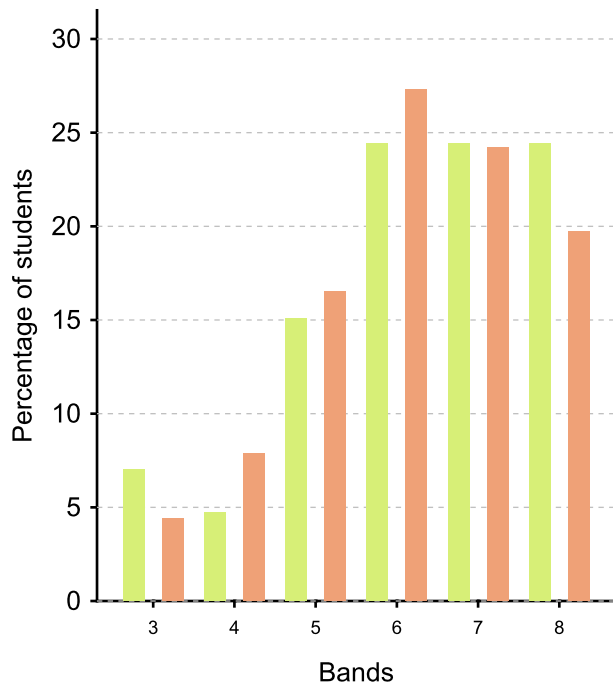
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling

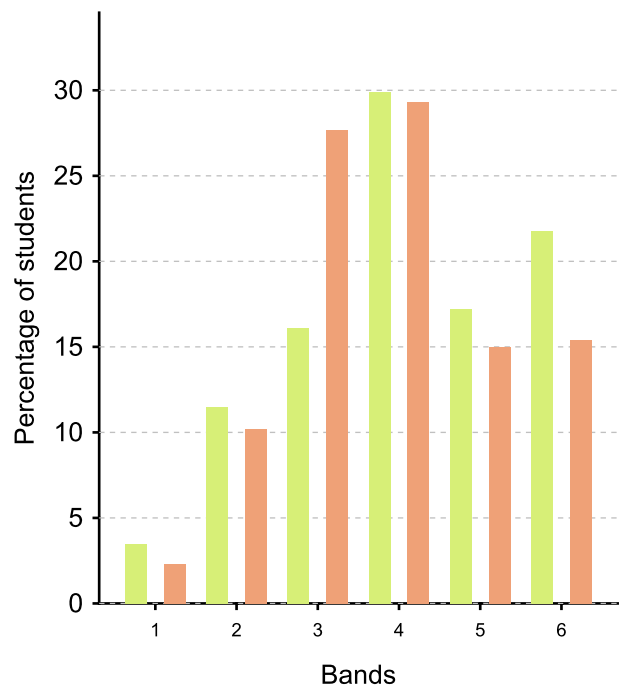


Percentage in Bands  
School Average 2015-2017

#### Numeracy

- Year 3 students 70.7% and Year 5 students 64% achieved the top 3 bands
- Year 3 students 39% and Year 5 students 38% achieved the top 2 bands
- Year 7 students 28% achieved the top 2 bands with 64% achieving the top 3 bands

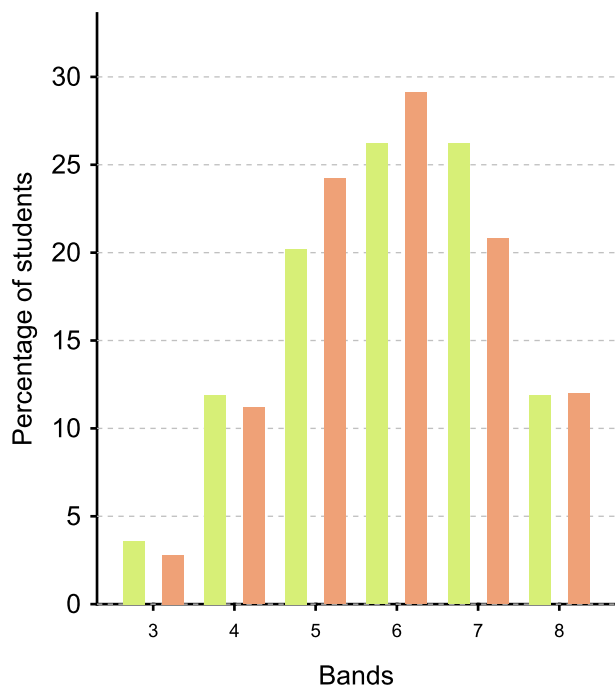
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.5	11.5	16.1	29.9	17.2	21.8
School avg 2015-2017	2.3	10.2	27.7	29.3	15.0	15.4

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.6	11.9	20.2	26.2	26.2	11.9
School avg 2015-2017	2.8	11.2	24.2	29.1	20.8	12.0

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.

## Parent/caregiver, student, teacher satisfaction

This year we gained the opinions of parents, teachers and students through the Tell Them From Me survey which was completed by 47 parents, 25 teachers and the majority of students in Years 4–6. We also sent out our own feedback survey to staff and parents which utilised questions from the 360 degrees tool and some added questions about our school. This survey was completed by 153 parents and 42 staff members

### Tell Them from Me

### Student Engagement

Engagement and learning go hand-in-hand. It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning.

- 77% of students feel they have a sense of belonging with 89% of students developing positive relationships. The NSW Government Norm being 81% and 85%
- 90% of students feel that what they are learning at school is directly related to their long-term success, with 93% of students feeling they demonstrate appropriate behaviour. The NSW Government Norm being 96% and 83%.
- Five school-level factors were consistently related to student engagement in a ten-point scale.

### Partners in Learning – Parent Survey Report

The parent survey provided feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

- School supports learning rated 7.6 out of 10. The NSW Government Norm being 7.3.
- School supports positive behaviour rated 8.2 out of 10. The NSW Government Norm being 7.7
- Safety at school rated 7.3 out of 10. The NSW Government Norm being 7.4
- An inclusive environment rated 7.3 out of 10. The NSW Government Norm being 6.7

### Focus on Learning – Teacher Survey Report

- Staff surveys rated inline with or above NSW Government Norms in the areas of learning culture, collaboration, data informs practice, teaching strategies, leadership and inclusive school.
- The staff also feel we need to improve our knowledge and skills in the areas of technology and parent involvement.

### Feedback Survey From Teachers and Parent Community

There areas which scored 90% or more in both teacher and parent surveys were:

- Our school uses a range of tools to communicate with me;
- Members of the school community are invited to and encouraged to engage in a wide range of school activities;
- Teachers make me feel included; my relationships with them are positive and respectful;
- Teachers are valued and appreciated for their work;
- Teachers at my school represent the school at all times and act as positive ambassadors of the school as well as public education; and
- I observe staff making ethical decisions and exercising sound judgement.

Other aspects of the survey rating with 85% or above

from teachers and parents included:

- I can easily access information about school activities which is clear;
- Communications from the school are relevant and clear;
- I feel the school works as a team to provide effective communication;
- The school invites and welcomes members of the school community to be involved and contribute to student learning;
- At my school it is obvious that maintaining great relationships is valued;
- Teachers work collaboratively to provide accurate information and guidance to others;
- There are high expectations for staff that they will collaborate with each other and the community;
- My school has well developed procedures and processes to support information sharing, communication and collaboration.

## Future Directions

Overall, the result of all surveys are very positive across all dimensions with particularly overwhelmingly strong support for our teaching staff and the positive and strong community culture which values respect and inclusivity. After analysing the data across all surveys further efforts need to be directed toward:

- Maintaining student interest and motivation in the later years;
- Preventing students from feeling they are being bullied;
- Ensuring students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter;
- Improving our school grounds and facilities including the grass play area; and
- Minimising interruptions to class teaching time or managing the interruptions for extra curricular activities to decrease the impact on teaching time.



## Policy requirements

### Aboriginal education

Hambledon Public School is committed to the continual improvement of educational outcomes and the wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and value learning. In 2017 nineteen students identified as being of Aboriginal or Torres Strait Islander descent.

Hambledon promotes the inclusion of Aboriginal perspectives in our teaching programs to ensure all students' education opportunities are well rounded. Students are supported in the following ways:

- Personal Learning Pathways meetings with teachers, parents and students are completed twice a year;
- School Learning Support Officer time is dedicated to students requiring support in literacy and numeracy;
- EALD teachers support students in classrooms, small groups and individually depending on educational needs;
- A staff member from the executive team is responsible for liaising with our Aboriginal students and their families;
- Aboriginal students had the opportunity to meet with a representative of the Aboriginal community to foster their understanding of culture and identity

Our school promotes the respect of the unique and ancient culture of the Aboriginal people in the following ways:

- Acknowledging country at all formal assemblies;
- Cultural experiences for the whole school to further develop an understanding of Aboriginal culture;
- NAIDOC week celebrations;
- Attendance at local AECG meetings when possible;
- Integration of Aboriginal perspectives across all key learning areas so students can develop a deep understanding and knowledge about Australia's first peoples.



### Multicultural and anti-racism education

Hambledon Public School continues to promote multicultural education through a number of initiatives. Currently 40% of our families identify as having a Language Background or Dialect other than English. Our students' understanding of racism and discrimination and its impact on the social and emotional wellbeing of individuals is increased through current teaching and learning programs. Inclusive teaching practices which recognise and value the backgrounds and cultures of all students are

implemented in all classrooms.

The promotion of a learning community which is accepting and tolerant towards different cultures, religions and world views is actively promoted by school leaders, teachers and P&C members.

During 2017 we:

- Highlighted significant cultural celebrations and religious events in our newsletters;
- Celebrated a range of cultural events as a whole school including Easter, Christmas, Chinese New Year, Diwali and multicultural day;
- Referred racism matters to our Anti Racism Officer (ARCO) Mrs O'Hearn, ensuring complaints were handled promptly and appropriately within our school;
- Actively provided support for students on an individual, small group and whole class level through collaboration with classroom, English as a Second Language or Dialect (EALD) and specialist teachers;
- Supported parents with completing documentation regarding enrolment and transition processes;
- Participated in the Multicultural Perspectives Public Speaking Competition on an annual basis for the last 3 years; and
- Changed the school website and newsletter to include translation functionality to make important information accessible to all members of the community.

### Other school programs

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

**Academic** Students across our school are given the opportunity to participate in

- Reading Recovery
- Premier's Reading Challenge Kindergarten to Year 6
- Premier's Spelling Bee Years 1 to 6
- University New South Wales Competitions Years 2–6
- Chess Years 1 to Year 6
- STEAM Team Challenge Years 5–6
- Primary Prosperitas Program – Quakers Hill High School
- Enrichment Programs within our school across K–6 in mathematics, science, writing and coding

### Student Leadership

- Student Representative Council Years 2–6
- Young Leaders Day – Captains and Prefects
- Blacktown Learning Community Student Leaders Day
- Blacktown Learning Community Summit Program Years 4–6
- Longneck Lagoon Leadership Day – House Captains and Vice Captains

- Premier's Sporting Challenge Leadership Day – House Captains and aspiring leaders

### The Arts

- K–6 Public Speaking Competition
- Multicultural Public Speaking & Hills Public Speaking Competitions
- Premier's Debating Challenge
- School Choir Years 3–6
- Blacktown Performing Arts Choir Years 3–6 & Hills Festival Choir Years 3–4
- Schools Spectacular Choir Years 4–6
- Boy's Vocal Workshop
- K–2 Dance Ensemble
- Stage 2 Cheer Squad
- Stage 2 and 3 Dancesport
- Stage 3 Dance Ensemble
- Skipping Squad
- Djembe Drumming Groups Years 3–6
- Years 3 to 6 Beginner Recorders and Festival of Music
- Operation Art and The Young Archies

### Sport

- K–6 Premier's Sporting Challenge
- Summer and winter PSSA competitions including Netball, Cricket, Rugby League, League Tag, AFL, European Handball, Football, Softball and T-Ball
- Gymnastic classes Years K–2
- K–2 Sport Program
- School, zone and regional swimming, athletics and cross country carnivals Years 2–6
- Access to representative trials and regional teams for Years 5 and 6
- AFL, Cricket and Rugby League knockout competitions
- Learn to Swim Years 2–4

### Other Opportunities

- Boy's Shed
- Gardening Club
- Design an Ad