

Hamilton South Public School

Annual Report



2018



3795

Introduction

The Annual Report for **2018** 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 2018

The highlights from 2018 were many. These have been witnessed by us all, recorded in Noticeboard and shared with our community. Instead of going through a list of key things that have taken place during the year I wanted to choose one to mention here today.

The highlight of 2018 would have to be the absolutely amazing concert – *School Daze*. The original script, the creativity of the staff, along with the student performances, will be remembered for many years by the students and their families. Through amazing teamwork, we achieve so much for our students.

Celebrating Success

Celebrating success and student achievement takes place throughout the year. As in previous years I would like the staff to stand and be acknowledged for their support of the students and the school. There is such teamwork at our school. To all the staff – your contribution in making a difference for the students and improving outcomes at our school is significant.

Anzac Day

Hamilton South Public School students and their families attended the Hamilton RSL Anzac Dawn 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.

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 and at performances for students each term. 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 Susan Philippa our band director, Nadine Bell and the Band Committee who oversee the smooth running of the band and ensure the band continued success.

Canteen

The canteen, and the promotion of healthy eating, has gone from strength to strength. Thank you to the canteen committee, the canteen helpers and Mary Alford and Sam Burns our canteen supervisors. The menu changes regularly

and is audited by Hunter New England Health and our school canteen passes with flying colours. Lots of green foods! A new Healthy Canteen Strategy will be implemented in 2019.

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.

Debating, Public Speaking and the Premier's Spelling Bee

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

Friends Day

Friends Day was another amazingly successful day with lots and lots of visitors. *Friends Day* was connected with Book Week and students had a wonderful time participating in reading and literacy activities throughout the day. All the staff came dressed as pirates! 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!!

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.

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).

RoboCup Junior – National Champions in Dance

Our girls' dance group were the National RoboCup Junior Champions for the second year in a row. The students had competed through the regional, state and national competitions. This was an amazing result. Thank you to Jason Flood, Ryan McCann, Grant Doherty and all the parents who supported the students each week and getting them to the competitions – especially to the Nationals.

Rock On

A musical ensemble group was established through the enthusiasm of Dan Pati and staff from the University of Newcastle Conservatorium. The students involved in this group are very enthusiastic and are learning great music skills.

Sport

Our school sport programs are very successful and engage students in regular physical activities. Students participate in class and stage physical activities, *Thinking While Moving*, Friday sport, swimming, athletics and cross country carnivals. The school has sport teams in soccer, touch football, netball, basketball, cricket, rugby union, individually students can achieve through the levels of PSSA, right through to the State carnivals.

Star Struck

This 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. We had a Choir group (Year 5) and Dance group (Year 6). The four outstanding performances showcased the skills and talents of primary and secondary public school students from across the Hunter.

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.

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

To all the parents, carers, grandparents, friends and community members who have been involved with our school during the year. We see this on a daily basis where people assist in classrooms, with special programs, help at the canteen, with sporting events, special programs, etc. etc. It is the Hamilton South Public School 'community' that binds us together and makes us the special place it is.

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. A special thank you to the executive of the P&C and to Sarah Breusch as the P&C President, Sally Lyons as Secretary and Shaun Mahoney as Treasurer.

A special mention goes to Fiona Frangos – who has been an absolutely amazing volunteer over many years at Hamilton South PS. Fiona's role in coordinating the *Friends of Hamilton South* and being the secretary of the Band has been 'above and beyond' 'just volunteering'. I would like us to acknowledge Fiona for everything she has done for our school.

Sue Estens

Principal

Message from the school community

P&C Annual Report

The P & C had a quieter year in 2018, but continued the approach of funding ongoing improvements to school resources, with a particular emphasis on rolling upgrades and replacement of Com-boxes in every classroom. During 2018, \$33,000 was spent on these upgrades.

There was a significant change to the Band Program that took place at the end of 2018, in that the P & C will no longer run the band, but rather the School will take over the Band as part of a revamp of the way music is taught and managed throughout the School. Our sincere and heartfelt thanks to Miss Philippa who finished as Band director after many years in this role.

Our regular fundraising through the Mother's and Father's Day stalls, and Easter raffle continued, with a handover by Fiona Frangos to the new organiser of the Friends of Hamilton South. Fiona put in a huge amount of time and effort over the years to these fundraising activities. They form the backbone of P & C fundraising, and we are very grateful for her efforts. Another parent who finished up at the school was Anna Rayward, who spent time running the uniform shop, organised a number of fetes and spent many years as P & C secretary. Her contributions were significant in so many areas.

The Canteen has continued to grow at the School, with frequent new records for the number of lunches ordered in a day. Mary Alford and Sam Burns are a great team, who are assisted by a range of parent volunteers. It is testament to Mary and Sam's personalities that we continue to have so many parents willing to assist, whether every fortnight, or even just for a few hours once a term.

I would like to thank all of the active members of the school community for their ongoing support of the school and P & C activities. In particular I thank the hard working members of the executive (Shaun Mahony, Clint Marquet, Craig Sutton and Sally Ebert). Everyone who assists in classrooms, the canteen, the uniform shop, band activities, school grounds working bees, representative sports, robotics at Athletics and Swimming Carnivals know that they are part of a vibrant and committed School community.

Sarah Breusch

P&C President

School background

School vision statement

'The School Community – Working Together for Children'

Hamilton South Public School encourages children to be life long learners by providing a quality education in a co-operative, caring and dynamic learning environment.

School context

Hamilton South Public School is an inner city school, consisting of 16 mainstream classes and three classes for students with disability. In February 2018 the school's enrolment was 437 students. Approximately 12% of our students (52 families) have a Language Background other than English (LBOTE) and 4.6% (20) have an Aboriginal background.

The students of Hamilton South Public School are hardworking members of our school community. Our students value a positive school experience where they can develop life long learning skills and strive for continual academic improvement. They actively seek opportunities to work towards their goals and are willing participants in the wide range of programs offered.

At Hamilton South Public school we have dedicated, highly effective teachers who strive to provide a range of quality learning opportunities for all students. We have a range of experiences and expertise across our staff team, which adds to the wide variety of opportunities provided to students.

A broad range of programs and initiatives are an embedded part of our school practice. Program Achieve is implemented across the school, assisting the development of children's social and emotional capabilities. We have a diverse range of creative arts programs on offer including a training band, concert band, string group and Star Struck. We offer a range of extra curricular activities including PSSA sporting opportunities, robotics programs, debating and public speaking. Our student welfare programs are well developed and an integral part of student support and improvement.

The parents and community are supportive and enthusiastic contributors to our thriving school. They value ongoing opportunities to be involved with many areas of school life, both academic and social, which fosters a sense of inclusiveness and community. We are supported by an active P&C, with various sub committees making valuable contributions to the overall accomplishments of our school. Hamilton South Public School enjoys strong ties with Newcastle University and works closely with Newcastle High School to facilitate successful transition opportunities for students.

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.

Our 2018 focuses for the school excellence framework were determined by our external validation process completed in 2017 and were the basis for formulating our 2018 – 2020 School Plan. Collegial discussions with staff and executive throughout the process and the areas identified as 'delivering' were the biggest determiners for our direction in 2018.

The Learning Domain continues to be a strength in our school. Our on balanced judgement for all areas of this domain was sustaining and growing. We did elect to focused on some areas of curriculum, particularly looking at the development of 'Teaching and Learning Programs'. We used a whole school approach to develop English program outlines and core structures. This allowed staff to build their daily classroom program based on the needs to their students while ensuring consistency of teaching outcomes and content for each term. Assessment was then tied to the outcomes and content so that it could be used as a consistent teacher judgement tool and as a tool for monitoring student progression in knowledge, understanding and skill. The feedback from staff through stage meetings was positive though it was identified that we still need to work on some areas of the core structures. At the end of 2018, we determined that our school is at Sustaining and Growing.

Our on balanced judgement for the Teaching Domain put three of the four areas at Sustaining and Growing. Our main focus over 2018–2019 is to move the area of data skills and use to Sustaining and Growing. Throughout 2018 the executive staff have upskilled themselves in understanding and using data effectively, especially using the Centre for Education Statistics and Evaluation (CESE) then sharing this understanding with staff in stage team situations. This is to facilitate a coordinated effort by the school staff to engage with reflecting on student progress and achievement data. Analysis of student progress and achievement in NAPLAN was undertaken by the executive team with the assistance of the Literacy and Numeracy Strategy Advisor. Consistent weaknesses were identified through this process and a whole school learning focus target was identified for 2019. The learning from this process is now being used for school based assessment data. Focus will be placed in 2019 on using data effectively to evaluate student understanding of lesson content.

In the Leadership domain we are Sustaining and Growing in all elements. The executive team throughout the year have reflected on, and investigated, ways that we can support a culture of high expectations and community engagement. We trialled new ways to connect with our community, including ways of gathering feedback to inform changes in the school for targeted areas. Changes were made to our executive meetings to assist focus areas of discussion. This has supported greater consistency across the executive team in supporting a culture of high expectations. As a team we will continue to refine our practices to ensure productivity and assist school improvement. Our strategic directions are more aligned to our professional learning and school focuses as we have developed a greater understanding of this school planning process.

One of the key points for improvement was a more consistent form of English programming to help ensure consistency across grades and stages.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Enhancement of Curriculum

Purpose

To cater for individual, diverse and complex learners by developing streamlined teaching structures.

Overall summary of progress

Common English program outlines have been established by stage teams across the school. These have been formed from the school English scope and sequence. Throughout the year time was allocated in staff meetings, stage meetings and Quality Teaching Successful Students (QTSS) time to write the programs. This allowed all staff to be involved in the development of keys points. Collaborative discussion took place to identify common programming styles that would work for all staff. Two different styles were decided upon based on staff feedback. Program outlines are in an accessible place. Reviewing and refining programs will need to continue into 2019.

The Centre for Education Statistics and Evaluation (CESE) was explored by the executive team, with training in using the website completed in Semester 1. Work was also completed with the Literacy and Numeracy Strategy Advisor to analyse data patterns over the past three years of NAPLAN. This data was shared with staff and target areas for improvement were determined for 2019. Gathering and using data effectively and in different ways to inform student learning progress is an ongoing focus.

Executive and learning support teachers participated in Learning Progressions training throughout the year. A plan for utilising the progressions across the school in 2019 was formulated. Staff were exposed to the progressions using a targeted focus in Consistent Teacher Judgement meetings (CTJ) which allowed exploring them as a tool not a checklist. Relevant staff also had training using the Planning Literacy and Numeracy II (PLAN II) tracking system and the Assessing Literacy and Numeracy (ALAN) platform to support the administering of Best Start.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At the completion of Year 2, 90% of students can fluently read and comprehend an age appropriate text at an instructional level.	\$5000 from Literacy and Numeracy Funds were used for small group, individualised, targeted learning for students in K–2.	Based on school report data, 87% of Year 2 in 2018 students were able to read fluently and comprehend an age appropriate text at an instructional level..
Increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8%.	\$8,888 from Literacy and Numeracy Funds were used for small group, individualised, targeted learning for students in K–2.. LAST support was provided for targeted students 3–5.	We have had an overall increase of 3% across literacy and numeracy for Year 3 and 5. Over 2 years, we have increased our percentage of students in the top two bands by 6%.
100% of teaching and learning programs incorporate Aboriginal and Torres Strait Islander perspectives.	Staff Development Days	70% of teaching and learning programs at this point of our 3 year plan incorporate Aboriginal and Torres Strait Islander perspectives.

Next Steps

Reviewing and refining English program templates and overviews will be conducted throughout 2019 by stage teams. Executive members and the English committee will review the overall picture of English in the school, including scope and sequences of content. Development of using data analysis to inform target areas for improvement and utilising the CESE website will continue into 2019. Learning progressions are going to be used to help inform CTJ of students during assessments. They will also be used in targeted areas to inform and develop Learning Sprints.

Strategic Direction 2

Enrich Quality Learning

Purpose

To engage students in dynamic learning opportunities using evidenced based practice.

Overall summary of progress

The key concepts of evidence based practice, including the research around influences on achievement, were revisited by staff in early 2018 so that latest best practice could be explored. The areas of high impact that staff had identified as the main influences they wanted to develop their skills on were teacher clarity and feedback. Specific professional learning was conducted in these two areas. From here, staff have trialled and implemented areas of research in these two influencers that they feel works for them. Sharing time later in the year offered staff an opportunity to talk about how they had implemented the two influencers and what was working for them. Learning Sprints were identified as a teaching routine to support the enhancement of teacher clarity, facilitate feedback opportunities and strengthen collaborative practices among staff. Executive members attended Learning Sprint training and developed an implementation plan for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students can communicate classroom learning intentions and their progress towards achievement.	Staff Development Days, Staff meetings and Stage meetings.	Training and development for staff commenced in 2018 to support progress towards this improvement measure.
All teachers use formative assessment and feedback to improve learning.	Staff Development Days, Staff meetings and Stage meetings.	Training and development for staff commenced in 2018 to support progress towards this improvement measure. 60% of teaching staff report trialling and experimenting with using various types of feedback in their classroom to improve learning. The focus at this point has been to trial ways that work best for individuals and then share this with stage teams.

Next Steps

Learning Sprints will be implemented across K–6 in 2019 with school literacy and numeracy funds being used to support the implementation. The boulder will focus on developing vocabulary across the school as this is the identified target area from data analysis. The focus will be on stage teams working collaboratively to develop the sprint. Staff development will continue in 2019 as new research comes through to develop evidence based practice.



Strategic Direction 3

Build school capacity for continuous growth

Purpose

To equip our students, parents and staff with the knowledge and skills essential for growth in a future focused world.

Overall summary of progress

E–Safety programs have been developed and implemented across K–6. These programs have been developed using the eSmart Framework from the Alannah and Madeline Foundation. A Scope and Sequence containing lessons and resources has been implemented for odd and even years. This program and its resources are readily available in a common staff drive. Consistent 'Cyber Five Rules for Internet Safety' have been introduced, taught and implemented school wide. Professional Learning has been conducted regarding the new DoE Social Media Policy and current eSafety Trends. School Permission to Publish Forms for student work/photo/video and recordings have been updated to reflect current DoE policy, this includes an Opt–Out form. Acceptable Usage for School Students Agreement for Online Communication Services has been updated and communicated to all staff, students and families. External professional learning with 'The Cyber Safety Lady' (Leonie Smith) has been offered to staff, parents and students in Years 3–6. The Police Youth Liaison Officer, has presented an eSafety talk to K–2 students. During 2018, 3–6 students and parents have been surveyed about current technology trends and levels of understanding. These surveys have formed the basis for lesson content and ongoing parent educational articles. Weekly eSmart articles are featured in the school Noticeboard. These feature technology tips and information regarding timely online safety issues. Future direction for 2019 is to modify current school Wellbeing Procedures to reflect new DoE Social Media Policy.

A Teacher Quality Advisor worked with staff early in the year to share processes for Professional Development including options available on MyPL. Planned up skilling of using the NESA site was impacted by the website access being down for a significant part of the year. The Performance and Development guidelines for our school were revised at the end of the year. The process of observation has been refined based on teacher feedback and to ensure alignment with the DoE Framework. The updated process were determined, ready for implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop authentic performance goals and can provide evidence to demonstrate growth.		Professional development of authentic performance goals has been done through staff and stage meetings. 100% of staff are now able to write authentic performance goals. Evidence to demonstrate growth sits at 65%.
All students utilise technology responsibly and as an embedded practice to enhance learning.	\$4000 (Online Safety Commonwealth Funds) Attendance at professional learning. Development of learning sequences for e safety. Costs for 'Cyber Safety Lady' school development program.	100% of classrooms are implementing the E–Smart lessons as per the sequence. 42% of families responded to our 'Parent E Smart Survey' that helped gather information about responsible technology use at home. Within this, 94% of parents reported to regularly or sometimes read the E Smart updates in noticeboard with 91% finding them helpful. This information is helping to form our understanding of technology responsibility at home.

Next Steps

Future direction for 2019 is to modify current school Wellbeing Procedures to reflect new DoE Social Media Policy. Surveying of students to gather a snapshot of impact to this point and to measure their understanding of responsible technology use. This will then be used to determine additional support, teaching and guide whole school future direction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 12147.00) • Aboriginal background loading (\$12 147.00) 	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 (\$ 7349.00) • English language proficiency (\$7 349.00) 	Identified students, including those who have accessed EALD, received support through the existing LAST program, with targeted time being given weekly to EALD students. 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 (\$ 88267.00) • Low level adjustment for disability (\$88 267.00) 	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, led 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) (\$ 82145.00) • Quality Teaching, Successful Students (QTSS) (\$82 145.00) 	<p>Executive members took time throughout the year to work collaboratively on curriculum development with staff and to development common English programming outlines based on stage input. Assessment plans were also tied to the English key outcomes to support consistent teacher judgement.</p> <p>In addition to this, 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 school planning.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$ 9528.00) • Socio-economic background (\$9 528.00) 	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

Students	Enrolments			
	2015	2016	2017	2018
Boys	228	233	238	231
Girls	203	192	189	203

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	96.9	96.4	96.8
1	96.2	94.6	96.5	95.3
2	95.4	94.8	95.7	95.5
3	95.8	95.3	95.7	94.4
4	95.8	94.7	95.6	94.3
5	95.9	95.8	96.1	94.9
6	94.6	95.4	95.9	94.6
All Years	95.8	95.3	96	95.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 the 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.46
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	6.22

*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 and conference
- eFPT, financial planning 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
- Newcastle and Lake Macquarie PPA
- Smart conference and training
- Learning Sprint introduction training
- 'Cyber Safety Lady' presentation
- Scout online training
- Covey – 7 habits of highly effective people
- Milestones that matter
- Learning Progressions understanding and implementation
- Science syllabus implementation
- Using data with confidence (CESE)
- OLIVER implementation and usage
- SAP reports and banking management
- CEPS journaling
- Writing for the web E learning
- MyPL basic entry
- Accessibility E learning
- School sport unit – 'Football for Primary'
- Science and Technology syllabus – 'Digital Technologies'
- Student attendance
- Thinking while moving English
- PLAN 2 training
- Hunter learning progression network meeting
- Road safety education for SSP support unit teachers K–12
- Newcastle relief teachers professional learning network
- Implementing and leading the Best Start kindergarten assessment for teachers.
- Learning and support teacher induction
- EAL/D network meetings
- Behaviour management for casual and temp teachers
- Unpacking the PD/H/PE syllabus
- School Plan professional learning
- Interact Ed – Technology Co ordination

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	92,015
Revenue	4,083,641
Appropriation	3,809,729
Sale of Goods and Services	3,966
Grants and Contributions	268,473
Gain and Loss	0
Other Revenue	0
Investment Income	1,472
Expenses	-3,940,183
Recurrent Expenses	-3,940,183
Employee Related	-3,493,921
Operating Expenses	-446,261
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	143,458
Balance Carried Forward	235,473

2018 was our first full year of SAP finance implementation. Finance meetings were held regularly throughout the year.

A larger balance carried forward from 2017 was unexpected and unplanned. Difficulties were experienced tracking funds in the staffing area (lack of visibility) and in some general finance areas. The implementation of the EFPT budget in 2019 and the WBSIO solution will assist more accurate tracking of funds in the future.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,777,885
Base Per Capita	86,726
Base Location	0
Other Base	2,691,159
Equity Total	117,291
Equity Aboriginal	12,147
Equity Socio economic	9,528
Equity Language	7,349
Equity Disability	88,267
Targeted Total	682,865
Other Total	87,751
Grand Total	3,665,793

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

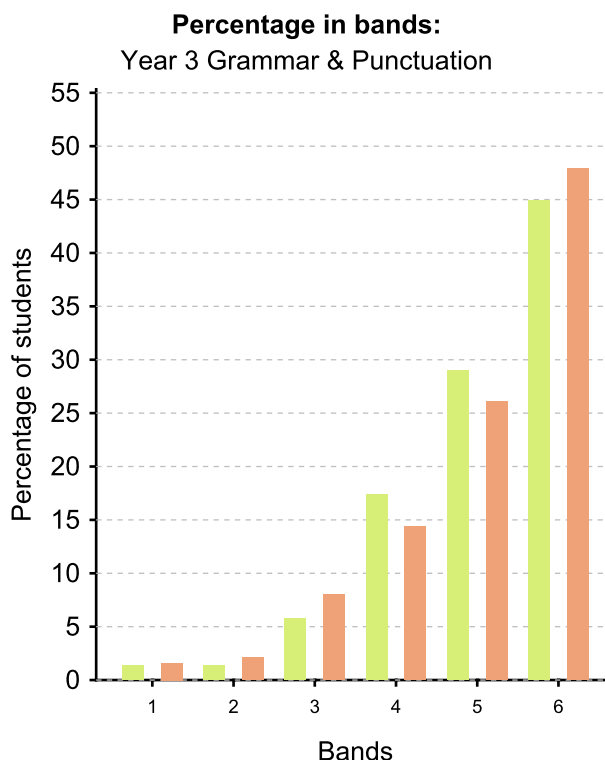
NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

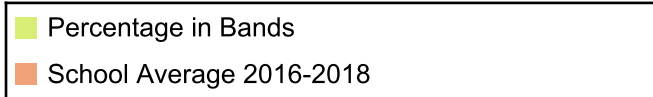
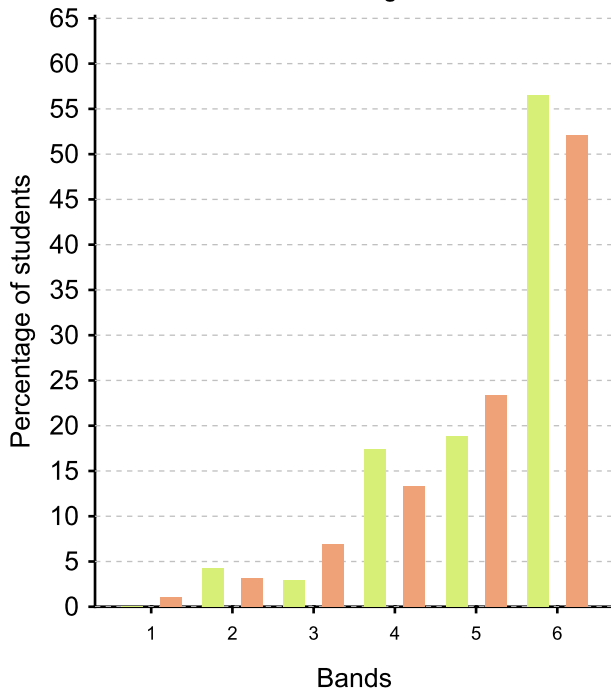
Our NAPLAN reading results included 75% of Year 3 students and 52% of Year 5 students sitting in the top two bands in Reading. 74% of Year 3 students and 52% of Year 5 students were in the top two bands for Grammar and Punctuation.



■ Percentage in Bands
■ School Average 2016-2018

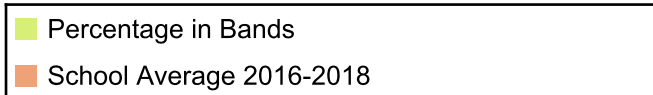
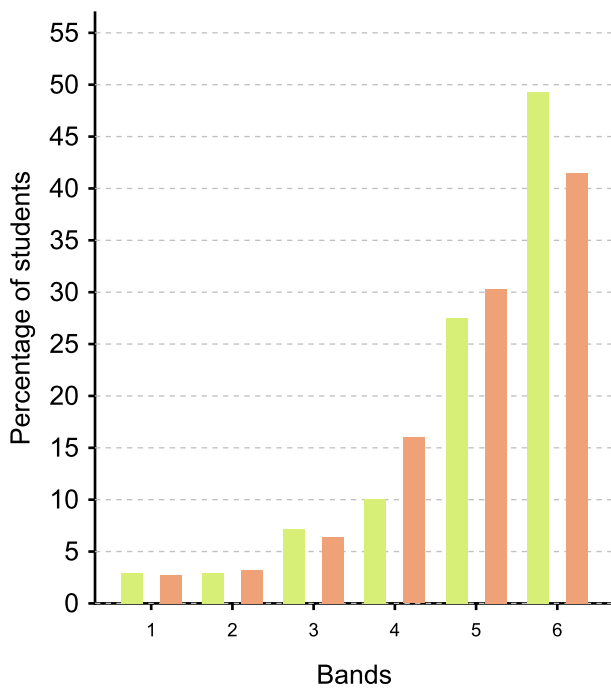
Band	1	2	3	4	5	6
Percentage of students	1.4	1.4	5.8	17.4	29.0	44.9
School avg 2016-2018	1.6	2.1	8	14.4	26.1	47.9

Percentage in bands:
Year 3 Reading



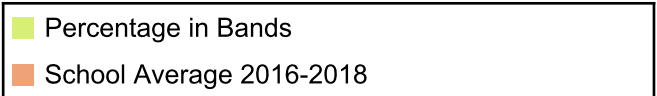
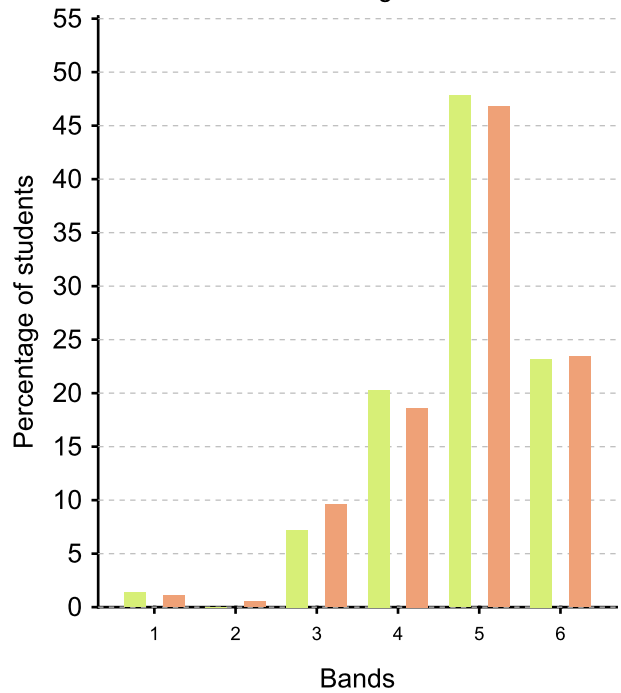
Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	2.9	17.4	18.8	56.5
School avg 2016-2018	1.1	3.2	6.9	13.3	23.4	52.1

Percentage in bands:
Year 3 Spelling



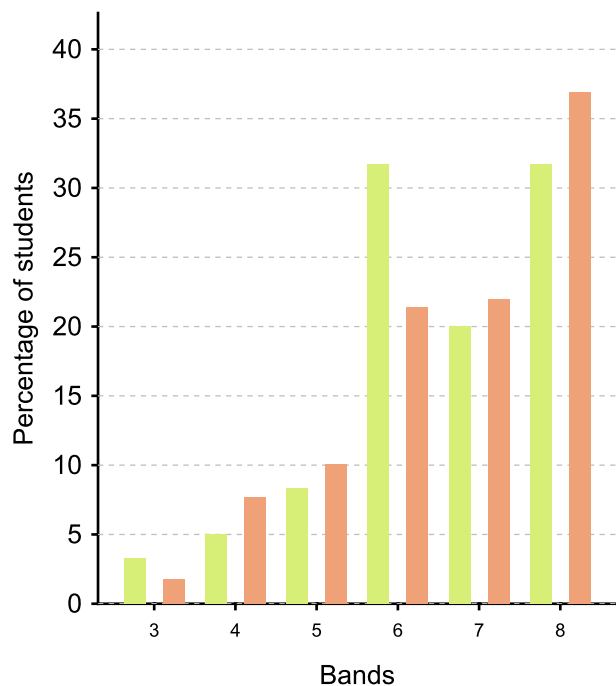
Band	1	2	3	4	5	6
Percentage of students	2.9	2.9	7.2	10.1	27.5	49.3
School avg 2016-2018	2.7	3.2	6.4	16	30.3	41.5

Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.4	0.0	7.2	20.3	47.8	23.2
School avg 2016-2018	1.1	0.5	9.6	18.6	46.8	23.4

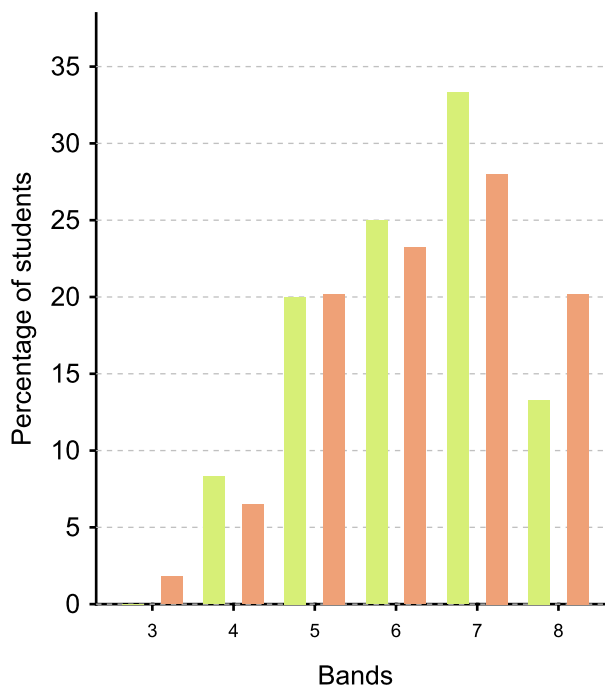
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	3.3	5.0	8.3	31.7	20.0	31.7
School avg 2016-2018	1.8	7.7	10.1	21.4	22	36.9

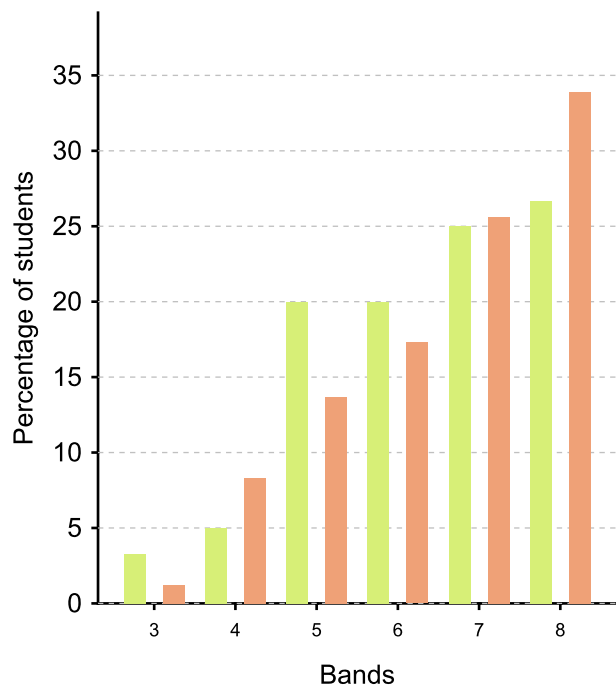
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

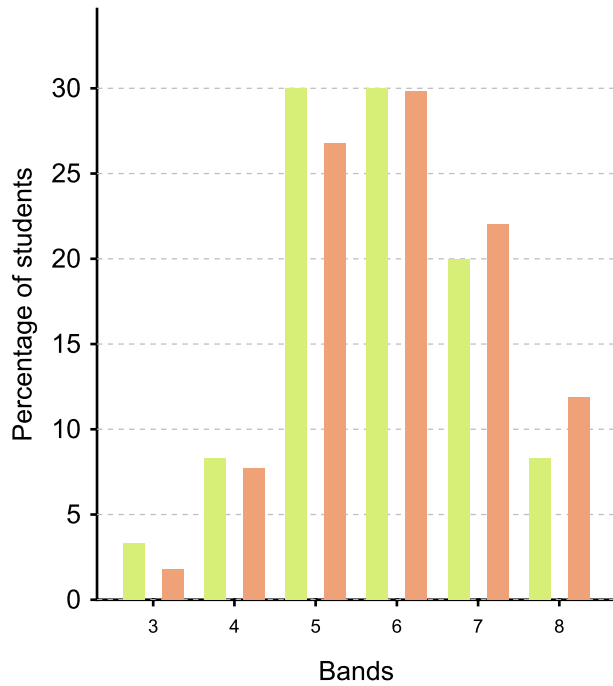
Band	3	4	5	6	7	8
Percentage of students	0.0	8.3	20.0	25.0	33.3	13.3
School avg 2016-2018	1.8	6.5	20.2	23.2	28	20.2

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing

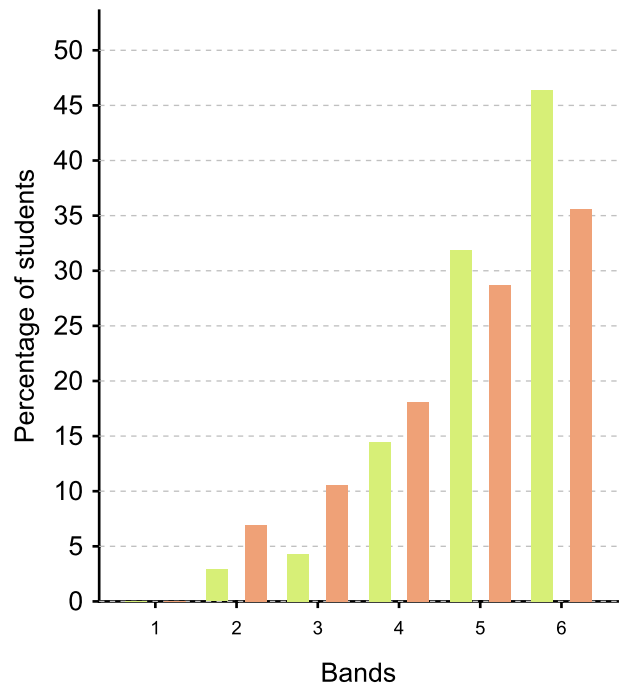


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	3.3	8.3	30.0	30.0	20.0	8.3
School avg 2016-2018	1.8	7.7	26.8	29.8	22	11.9

Our NAPLAN Numeracy results included 78% of Year 3 students and 62% of Year 5 students sitting in the top two bands.

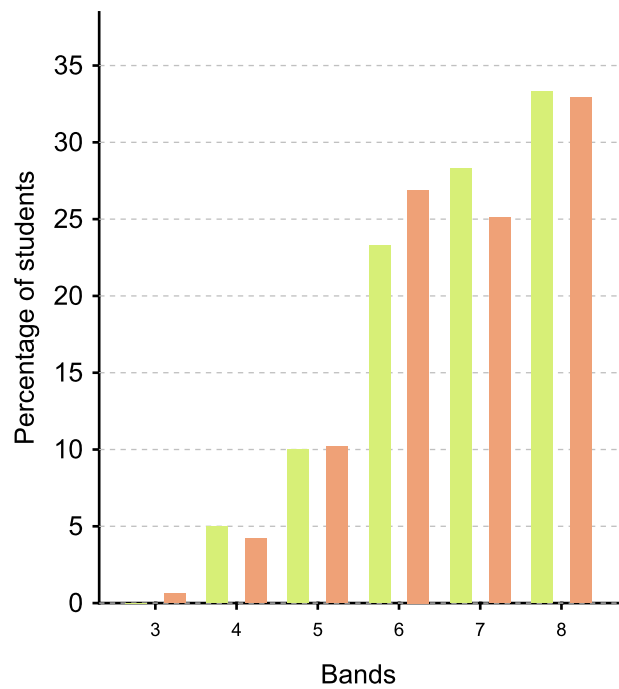
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	4.3	14.5	31.9	46.4
School avg 2016-2018	0	6.9	10.6	18.1	28.7	35.6

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	10.0	23.3	28.3	33.3
School avg 2016-2018	0.6	4.2	10.2	26.9	25.1	32.9

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.>

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

Parent/caregiver, student, teacher satisfaction

An evaluation of our student reports was conducted in 2018. A random selection of families was taken across K– 6, with 110 families being contacted by phone for verbal survey. The survey questions gave feedback on our parent interview process, how informative our report was and what was of most value in our report. Families then had an opportunity to add any other thoughts that they had.

- 89% of families liked having a Term 1 interview and 63% preferred the Term 1 interview and Term 3 interview with a general comment only being on the Semester 2 report. The remaining percentage was divided between 2 other options.
- 83% found our reports moderately or highly informative while what was valued most was spread among 4 different options. Additional comments show a wide spread of thoughts and opinions about our reporting process.

Overall the feedback was positive, with face to face interviews being the most valued part of the reporting process. The information gathered from the phone surveys was used to review our reporting structures and determine our processes for 2019.

The Tell Them From Me surveys were completed during 2018. Students from Year 4–6 completed the student outcomes and school climate survey. All of our results sat above the NSW Gov Norm. The results showed

- 90% of our students value schooling outcomes and 92% feel they try hard to succeed in their learning.
- 88% of students feel that they have positive behaviours at school while 95% of students have friends at school they can trust and who encourage them to make positive choices.

Drivers of Student Outcomes feedback an average score of over 8 (on a 10–point scale) in effective learning time, rigour, expectations for success and positive teacher–student relations. Overall results show 86% of students are intellectually engaged in learning and 85% of students are socially engaged in school life.

Parents completed the Partners in Learning survey. This year we had a far better response from parents

with 100 completing the survey. On a 10–point scale, the score was above 8 in the area of 'parents feeling welcome' which includes parents feeling welcome when they visit the school and can easily speak with their child's teacher. The score was also above 8 in the area of 'school supports positive behaviour' which includes parents believing teachers expect their child to pay attention in class (8.6) and their child is clear about the rules for school behaviour (8.8). Our school sat above or equal to the state average in all but one of the 10–point scale categories which was 'parents support learning at home'.

- 47% of our staff responded to the 'People Matter 2018' survey. 73% of these respondents were teaching staff, 20% were executive and 7% were SASS. The highest agreement were results showed that;
- 100% of respondents felt they received help and support from other members of their work group. This is an increase of 18% compared to our 2017 survey results.
- 87% felt that they feel motivated to contribute more than what is normally required at work which has also increased from the previous year by 16%.
- Additional pleasing results show 86% of staff felt that our workgroup works collaboratively to achieve its objectives, 87% feel we respect individual differences in our workplace and 93% feel that we focus on improving the work we do.

Our largest areas of growth between the 2017 survey and 2018 survey is a 20% increase in respondents feeling there is good team spirit in the workplace (from 53% to 73%) and 19% increase (from 41% to 60%) in respondents feeling that senior managers listen to employees. 6 questions were identified in the survey as "Key Drivers of Engagement". In all 6 areas of agreement, we sat above 60%.



Policy requirements

Aboriginal education

Throughout 2018 HSPS prioritised Aboriginal education and training as a specific target to review and improve. During the school's Term 2 professional development day all staff engaged in reviewing the Turning Policy into Action document which defines the NSW Department of Education and Communities' strong commitment to Aboriginal education and training across all areas of public education in NSW. Staff reflected and planned how the Policy would underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings. Staff worked in groups to discuss how the school improves outcomes for Aboriginal and Torres Strait Islander (ATSI) students. Three key areas were addressed with a focus on excellence in learning, excellence in teaching and excellence in leadership. Within each group staff members reflected and planned how improvements could be actioned.

The process of creating personalised plans for ATSI students was reviewed and planning was put into place to collaborate with local community members to come up with a plan that suited the student population. A Personalised Learning Pathways template and information package was designed throughout 2018 reading for implementation in 2019. These plans are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement.

Hamilton South Public School endeavours to promote all students to develop deeper understandings of Aboriginal histories, cultures, languages and perspectives. Throughout 2018 ATSI students were actively involved in the numerous whole school events that celebrated the school's Aboriginal community. National Sorry Day was commemorated with a colourful rainbow of decorated hand cut-outs that covered the hall entrance. Students were encouraged to reflect on what Sorry Day symbolises and how it is important to understand Australia's past. During NAIDOC week the school became a hive of activity with special performances from Aboriginal elders, musical presentations from our local High School Aboriginal dance groups and all students were immerse in Aboriginal themed activities throughout the day. ATSI students worked tirelessly for many months to produce a carefully designed Yarning Chair which now takes pride and place at the school entrance to the office.



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.

Our school was also involved with a Japanese cultural visit. An exchange group of Japanese students, connected with the Newcastle University, visited our classrooms. In this time our students engaged in question and answer sessions, origami workshops and calligraphy lessons. The visit ended with a game of cricket on the playground with our visitors and senior students.