

Hambledon Public School

Annual Report



2018



4590

Introduction

The Annual Report for **2018** is provided to the community of Hambledon Public School as an account of the school's operations and achievements throughout the year.

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

Judy McEwen

Principal

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School background

School vision statement

Hambledon Public School is committed to providing a quality education for all students, where the school community works collaboratively to nurture the wellbeing of all individuals and ensure they engage in learning to maximise their educational outcomes.

School context

Hambledon Public School serves a small part of the Quakers Hill Community. The school is looking forward to celebrating its 25th 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 student, and our school motto "learning for life" inspires staff to equip students with the skills to learn and to adapt in an ever-changing world, and, at the same time, become "lifelong learners".

Student learning and wellbeing 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.

Our School Learning Support Team(LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. They additionally develop and implement extension programs and opportunities for identified gifted and talented students.

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.

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

Students are engaged, self-motivated, successful learners

Purpose

Provide an engaging learning environment and culture which inspires and challenges students to become independent, self-regulated, learners who aspire to continually improve their own learning .

Assessment is used to direct, develop and deliver quality teaching programs that are responsive to the learning needs of each individual student.

The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support students to be risk takers, effective communicators, creative problems solvers and active learners and citizens.

Overall summary of progress

In the domain of learning, at Hambledon Public School we revisited our Positive Behaviour for learning system and made adjustments to coincide with the professional learning on 'Growth Mindset'. This included incorporating the qualities of a learner and a good citizen, through these changes we modified the merit system to allow teachers to reward learning and citizenship.

Hambledon Public School has continued to deepen their relationship with the local high school and local preschools to ensure a successful transition into Kindergarten and Year 7. These relationships allow our students to have the best start when starting high school or Kindergarten. This is done through building relationships with teachers and students and getting to know the routines and expectations and participating in activities to build confidence.

Hambledon has a continued commitment to professional learning in TEN and L3 with approximately half of our staff now being trained in these areas. This has allowed a deeper understanding in curriculum differentiation and therefore, enabling continuous improvement and a consistent approach across all stages of learning. Teachers regularly engage in consistent teacher judgment through the collection, collation and analysis of student data and work samples assessing student performance against syllabus outcomes to drive their teaching and learning. This information is communicated to parents regularly through parent teacher interviews and school reports, giving a clear picture of the learning progress and achievements and future learning goals are clearly articulated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TEN and L3 data to ensure 90% of students in Kindergarten to Year 2 achieve stage appropriate achievement.	\$40 000 on L3 and TEN training. \$20 000 spent on maths and reading resources.	TEN and L3 have had a positive impact on student growth from Kindergarten to Year 2 with students achieving stage appropriate outcomes in literacy and numeracy.
80% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.	\$68 000 spent on additional teacher time to support learning support and English language proficiency programs. \$36 000 spent on extra school learning support officer time to support intervention programs.	We have seen improvement this year in our NAPLAN results. We are continuing to work towards our goals of 80% of students in the top two bands.
100% of students and teachers will use learning intentions, success criteria, self assessments, and feedback to achieve personal curriculum outcomes.	QTSS money used to employ a teacher 5 days a week to enable teachers to observe lessons with colleagues, mentors and executive to focus on visible learning strategies.	Teachers programs reflect the learning intention and success criteria. Students have become more aware of their success and this has been done through the feedback given to them from teachers and peers. This is reflective across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students and teachers will use learning intentions, success criteria, self assessments, and feedback to achieve personal curriculum outcomes.	External speaker \$5000 employed to present 2 twilight sessions focusing on growth mindset.	Teachers programs reflect the learning intention and success criteria. Students have become more aware of their success and this has been done through the feedback given to them from teachers and peers. This is reflective across the school.
Increase teacher, student and parent responses to learning culture and climate questions via Tell Them From Me Survey to be 3 points above the NSW Government Norm	\$3000 spent on functions and opportunities to increase the engagement of students, parents and staff.	Responses to learning culture and climate questions in the Tell Them From Me Survey continues to be an area the school will reflect upon and continue to milestone.

Next Steps

At Hambledon Public School our next steps are:

- Continue reviewing the Positive Behaviour for Learning System and its integration into the schools learning culture.
- Continuing to train new staff in L3 and Ten, evaluate the effectiveness of these programs and continue to use the data to inform future directions of the school in early literacy and numeracy.
- Further investigation into Seesaw across the school, assessing its impact on student/teacher/parent feedback.
- Continue working on visible learning, focussing on the common language that will be used across the school.
- Continue looking at assessment data, build in collegial conversations to measure consistent teacher judgment against feedback.

Strategic Direction 2

Culture of high expectations and quality teaching pedagogy

Purpose

For all teachers to have the capacity and commitment to identify, understand and implement effective and explicit evidence based teaching practice. based on data.

Teachers create collaboratively designed programs which have clear learning intentions, success criteria and quality feedback. Explicit literacy and numeracy content ensuring adjustments, differentiation and integrated technology are part of quality teaching practice.

To ensure all staff develop and deepen pedagogical knowledge and practice to empower teachers to be reflective educators. Professional learning opportunities which support personal and school based goals through the use of the Professional Teaching Standards.

Overall summary of progress

In the domain of teaching, teachers have continued to work collaboratively across stages to ensure that programs are developed/written and focus groups to share curriculum knowledge relating to technology, visible learning and positive classroom management underpinned by the school's PBL structures.

This year all staff underwent SCOUT training. This facilitated NAPLAN data analysis which in return formed their teaching directions and rich collegial discussions about the learning and teaching needs of the students across the school.

The executive team coordinated a whole school approach to the implementation of Performance Development Plans (PDPs) by giving teachers the opportunity to observe professional practice and receive formalised feedback, this upskilled the staff in the areas of their goals and allowed supervisors to build the capacity of their staff.

Staff at Hambledon Public School have continued to work with colleagues across the Quakers Hill Learning Community (QHLC) building collegial efficacy focusing on the school's strategic directions, this included growth mindset and technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and student learning improvement is monitored, demonstrating growth. (SEF V2)	\$60 000 has been spent on staff training in L3, TEN and visible learning. These areas remain a focus at our school. Teams analyse data to inform future directions with teaching and learning programs.	Staff underwent professional learning and were given time to work collaboratively to program using the most current evidenced-based teaching strategies and evaluate their success. Student data in literacy and numeracy was collected across the school and tabulated to ensure that students needs were being met.
All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom	\$5 000 has been spent on developing teachers skills in the area of behaviour management and supporting teachers with other higher level strategies including 2 staff and 2 executive trained in MAPA strategies.	The staff at Hambledon Public School adopted a school-wide approach to classroom management, this was delivered through the school's PBL approach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
management and promotio of student enagement and responsibility for learning. (SEF V2)		The staff at Hambledon Public School adopted a school – wide approach to classroom management, this was delivered through the school's PBL approach.
The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional teaching standards and PDPs to monitor specific areas for development or continual improvement (SEF V2)	\$121 000 QTSS time allocated to enable teachers to completed a variety of lesson observations.	Executive work with staff to monitor and support accreditation. We have one staff member who is interested in working towards a high level of accreditation. The executive team monitors and works towards supporting staff to meeting the needs of their performance development goals.
All learning programs, assessment strategies and data collection will utilise technology skills with these being explicitly taught across the school.	Library lessons are enhanced with teaching students work processing skills. Professional learning time focused on staff using sharepoint, one note and a variety of other ways of collaborating to develop programs. And engage and analyse data.	All school programs and assessment data is collated through the use of technology and is easily accessible for all staff to access. All staff have been provided with support and professional learning.
All teachers understand and explicitly teach literacy and numeracy, in all subject areas, with success that can be measured by improved student progress and achievement data.	\$60 000 has been spent on staff training in L3, TEN and visible learning. These areas remain a focus at our school. Teams analyse data to inform future directions with teaching and learning programs.	Staff from K–4 have undergone L3 and TEN training. This has given them the skills required to teach Literacy and Numeracy explicitly and also embedding these skills across all curriculum areas. Assessment data shows an increase in students results in other key learning areas.

Next Steps

At Hambledon Public School our next steps are:

- To continue developing educational relationships with the Quakers Hill Learning Community
- Develop a science and technology scope and sequence.
- Up skill staff on the technology in the school, focussing on the new resources for coding and robotics.
- Review the current changes to programming looking at student diversity and goal setting with the Learning and Support Team
- Sharing the expertise of staff to provide support and extra professional learning to up skill the teachers and ensure that they are meeting their performance development plan goals

Strategic Direction 3

Foster a community which values and engages in learning

Purpose

To foster a culture of high expectations and community engagement to promote wellbeing and ensure a positive attitude towards learning.

Enhanced partnerships through parent and community learning, leading to increased student and parent engagement in the learning process.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school's plan's strategic directions and meet the school's improvement measures.

Overall summary of progress

In the domain of leading, the executive staff worked together to streamline and refine the PDP process ensuring high expectations of all staff members and to facilitate collegial observations and build the capacity of all staff members. This provided opportunities for aspiring leaders to share their expertise with their colleagues.

Hambledon Public School participated in the Tell Them from Me survey. This survey allows all stakeholders within the community to engage with the school and share in the vision, values and priorities of the school. Reporting on and communicating regularly to the community how resources are used and spent also allows the community to have a clear vision of the school's priorities and how they are being resourced.

The school has been staffed according to the needs of all the students and their learning priorities. Extra staff have been funded through equity funds to ensure that the students learning needs and the school's strategic directions are being met.

The school has continued their relationship with the broader community who utilise the school's facilities for a range of extra-curricular activities, including but not limited to karate, zumba, Russian and Telegu community language schools and more recently the government open playground initiative.

On our technological journey we have purchased a number of resources to support staff and student learning. This included class sets of laptops, a variety of robotic devices to support our school's strategic directions

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders (SEF V2)	Time and resources allocated through QTSS funds to allow executive to work with other executive teams across the Blacktown and Quakers Hill learning communities.	Executive have undergone professional learning focussing on collective efficacy. This in return has allowed the team to develop instructional leadership strategies and work collaboratively to facilitate who school programs.
The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's, strategic directions and meet the school's improvement	Professional learning time allocated to focus group teams to enable them to drive school improvement. \$10 000 allocated to teacher relief to enable staff to implement and work on specific tasks to enable us to achieve our goals.	Staff we allocated a Strategic Direction based on their PDP. This was led by an executive member. Staff were involved with the development of the milestones and timelines. Through being actively involved they were of what they need to do to address the milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
measures. (SEF V2)		Staff we allocated a Strategic Direction based on their PDP. This was led by an executive member. Staff were involved with the development of the milestones and timelines. Through being actively involved they were of what they need to do to address the milestones.
The school engages in strong collaborations between parents, students and the community that inform and support community of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF V2)	\$5000 spent enabling an extensive Kindergarten transition program which operates from August through to December. Including preschool visits. Time allocated to support high school transition programs.	The schools prides itself on the partnerships it has with the school community to ensure that the student's needs are being met. This is done through Kindergarten and High School transitions, IEPs, PLPs, learning goals and needs based consultation.

Next Steps

Hambledon Public School our next steps are:

- Continue to access external resources to help support the teachers in meeting their goals as well as meet the directions of the school's strategic plan. This will include the team from STEM share, working with the Literacy and Numeracy Strategy Advisors, team members from CESE (Centre for Education statistics and evaluation) and our Senior Psychologist.
- The Executive team will continue undergoing professional development in leadership developing the skills and knowledge to assist the implementation of the school's planned directions.
- To continue collecting data from students, staff and community members to analyse where we are at on our school plan journey, where we need to go and if our journey needs to be altered to meet the needs of the students, staff and community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$21,397 was available during 2017. The funds were expended in the following ways:</p> <ul style="list-style-type: none"> • \$2000 NAIDOC performance • \$2000 casual relief to complete PLPs • \$4935 – classroom maths and reading resources • \$1000 to support students with excursions, uniforms and sporting events • \$7462 for the purchase of computer hardware • \$4000 on SLSO time in classrooms to support students 	<p>NAPLAN data analysis for Aboriginal students</p> <p>Completion of PLP process with positive results for all students</p> <p>Tell Them for Me Survey Data</p>
English language proficiency	<p>We gained an allocation of 4 days a week for English as a second language or dialect.</p> <p>An additional teacher 2 days a week extra to support programs for students English language proficiency \$41645.</p> <p>The additional money \$6450 was used to purchase tablets to support individual programs.</p> <ul style="list-style-type: none"> • English language proficiency (\$10 412.00) 	<p>Student assessment data internal and external analysed in literacy and numeracy.</p>
Low level adjustment for disability	<p>We received an allocation of 5 days a week to support students in this area.</p> <p>We employed a teacher for an extra day a week to support intervention programs.</p> <p>\$32151 was also spent on extra School Learning Support Officer time to support intervention programs.</p>	<p>The majority of the school's funding was spent on the employment of Learning Support Teachers.</p> <p>The rest of the money was used to employ teachers to support remedial programs.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Temporary teacher employed 5 days a week. • Supported executive and mentors to work with teams • Enabled lesson observations to occur • Supported teacher discussions around lesson observations • Quality Teaching, Successful Students 	<p>Staff survey re future directions PDP conferences completed with all staff. Lesson observations for all staff completed with at least 4 observations minimum completed throughout the year.</p> <p>Walk throughs completed across the school.</p>

Quality Teaching, Successful Students (QTSS)	(QTSS) (\$26 028.00)	<p>Staff survey re future directions PDP conferences completed with all staff. Lesson observations for all staff completed with at least 4 observations minimum completed throughout the year.</p> <p>Walk throughs completed across the school.</p>
Socio-economic background	<ul style="list-style-type: none"> • \$18 000 spent in casual teacher release to support L3 and TEN training. • \$10 335 expended on resources to support TEN and L3 programs • \$16500 spent on L3 teacher professional learning. • \$2 000 on support students with excursions, camps and uniforms • Socio-economic background (\$3 480.00) 	<p>Student data collected K–3 TEN and K–2 L3</p> <p>All staff teacher Year Kindergarten to Year 2 will be trained in L3</p> <p>All staff K–4 will be trained on TEN</p> <p>TEN fully implemented across K–2 classrooms with implementation for students still requiring support in Years 3 & 4</p> <p>NAPLAN analysis</p>
Support for beginning teachers	\$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 2018.</p> <p>L3 and TEN training was also supported by these funds for these teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	314	323	340	342
Girls	319	299	306	311

Hambledon had a total enrolment for 2018 of 653 students. This represents a small increase from 2017 with the new buildings in the estates being completed within the school's boundary area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	95.8	94.5	95.2
1	92.6	94.2	93.2	94.2
2	95	94.2	94.8	95.3
3	95.6	95.5	93.2	94.1
4	93.8	93.8	94.6	93.6
5	93.7	94.9	94.3	94.3
6	94.4	93.6	94.5	94.2
All Years	94.3	94.6	94.2	94.4
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

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 2018, 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.35
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.26

*Full Time Equivalent

In 2018 a number of new teaching positions were established due to school growth and teacher transfers and promotions. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Hambledon Public School has one staff member that identifies as Aboriginal or Torres Strait Islander.

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 2018. 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 2018 included:

- Visible learning with a focus on feedback, success criteria and learning intentions;
- Growth Mindset twilight sessions with Dan Haesler;
- L3 training for new staff in K–2 plus consolidation year for other staff in K–2. We now have all teacher in K–2 trained in L3
- TEN training for new staff teaching Kindergarten to Year 2 as well as Stage 2 teachers.
- 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
- Twilight sessions with Dan Haesler on growth mindset, technology

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;
- Leadership network groups for executive; 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 NESA (NSW Educational Standards Authority) accreditation while 18 of our new scheme teachers are in the maintenance phase. During 2018, two members of staff obtained their professional teacher accreditation.

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	625,538
Revenue	5,576,461
Appropriation	5,285,447
Sale of Goods and Services	36,656
Grants and Contributions	243,341
Gain and Loss	0
Other Revenue	0
Investment Income	11,016
Expenses	-5,321,516
Recurrent Expenses	-5,321,516
Employee Related	-4,704,803
Operating Expenses	-616,713
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	254,945
Balance Carried Forward	880,483

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 have also been trained in TEN.

A large purchase of resources for Stage 2 classrooms 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.

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
- Increased technology upgrades across all classrooms

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	4,336,394
Base Per Capita	124,917
Base Location	0
Other Base	4,211,478
Equity Total	352,724
Equity Aboriginal	13,935
Equity Socio economic	46,835
Equity Language	131,385
Equity Disability	160,569
Targeted Total	101,700
Other Total	294,986
Grand Total	5,085,803

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.

Literacy Year 3

In Year 3, 99 students completed the Literacy NAPLAN assessment.

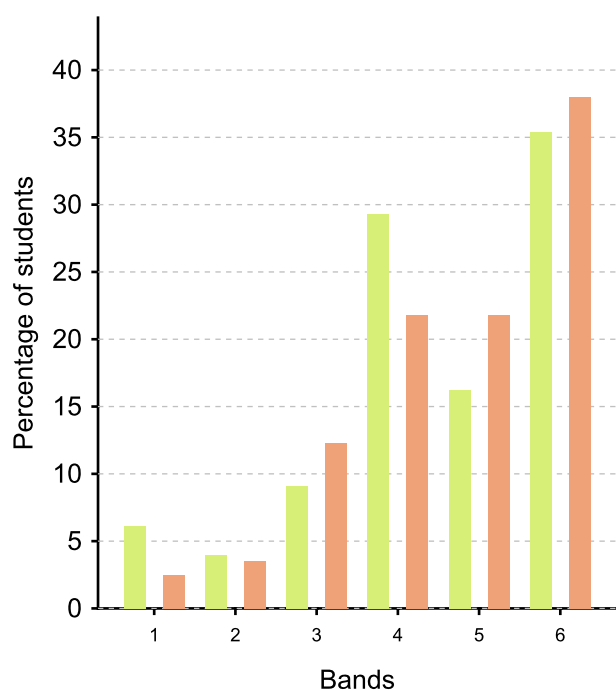
- 71% of students achieved proficiency in reading (bands 3, 4 and 5) this is slightly below the average of 75% between 2015–2017.
- 80% of students achieved proficiency in grammar & Punctuation (bands 3, 4 and 5) this is inline with the school's average.
- 78% of students achieved proficiency in spelling (bands 3, 4 and 5) this is inline with the school's average. for the last 3 years.
- 74% of students achieved proficiency in writing (bands 3, 4 and 5) this is inline with the school's average from 2015–2017.

Literacy Year 5

In Year 5, 97 students completed the Literacy NAPLAN assessment.

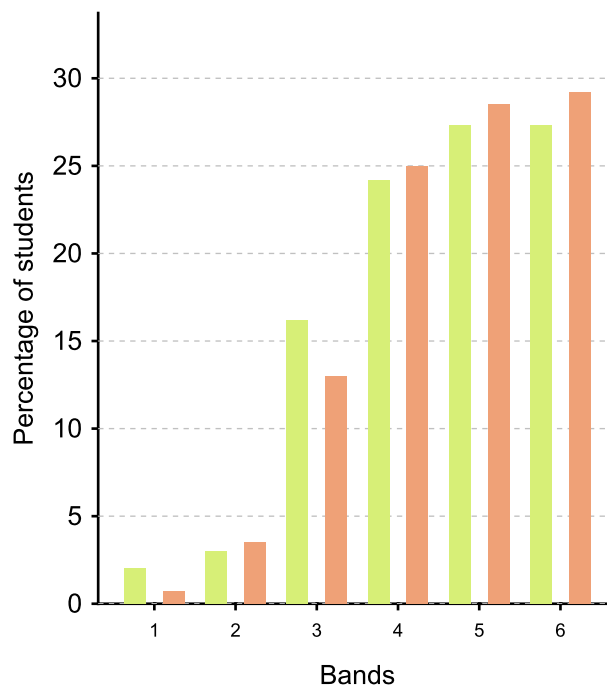
- 58% of students achieved proficiency in reading (bands 5, 6 and 7) this is slightly below the school's average between 2015–2017.
- 66% of students achieved proficiency in grammar & Punctuation (bands 5, 6 and 7) this is inline with the school's average.
- 73% of students achieved proficiency in spelling (bands 5, 6 and 7) this is inline with the school's average. for the last 3 years.
- 45% of students achieved proficiency in writing (bands 5, 6 and 7) this is inline with the school's average from 2015–2017.

Percentage in bands:
Year 3 Grammar & Punctuation



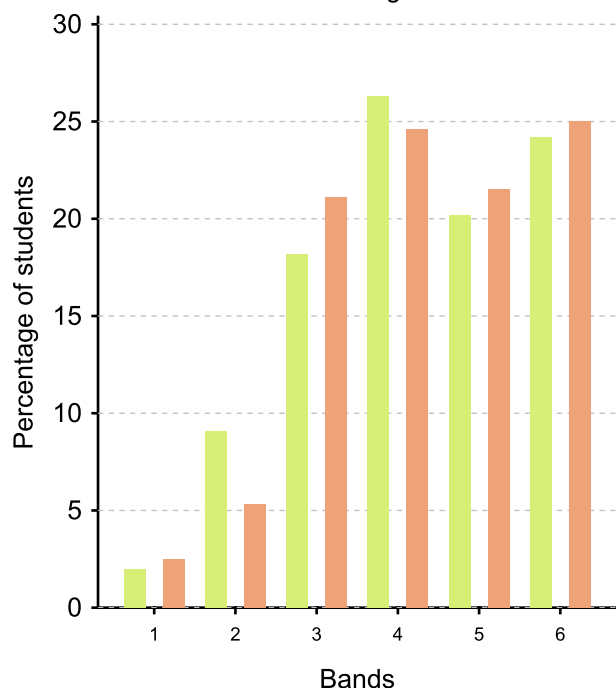
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



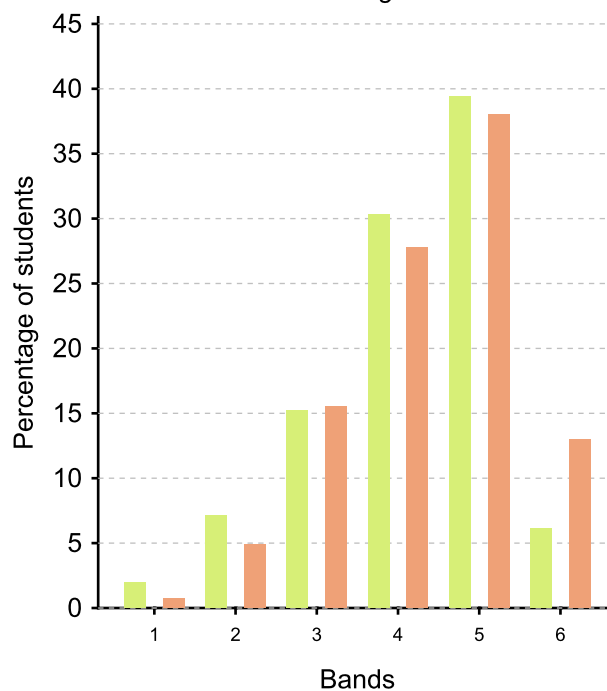
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



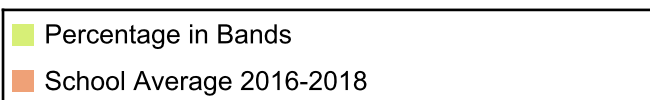
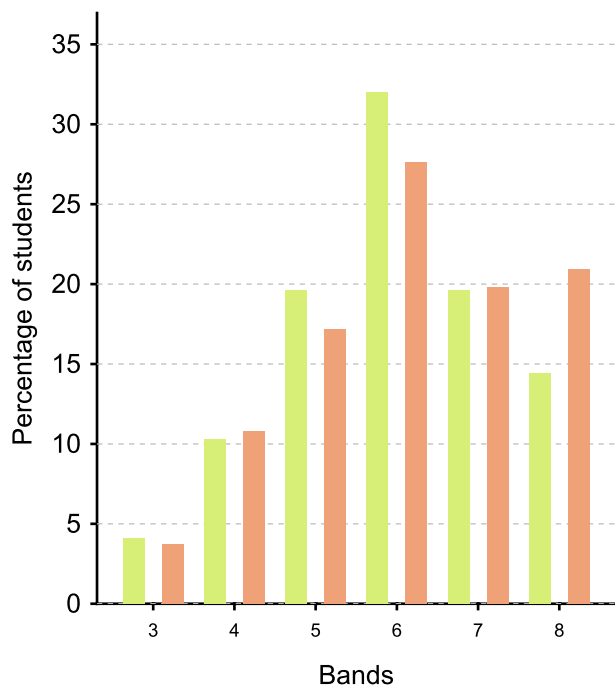
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

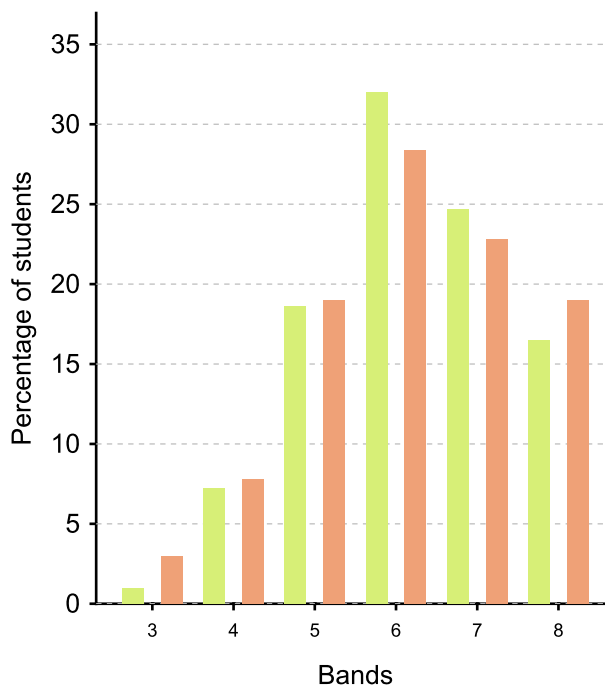


Percentage in Bands
School Average 2016-2018

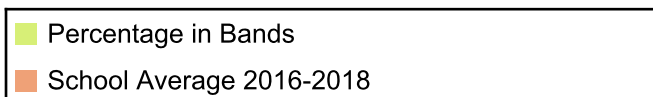
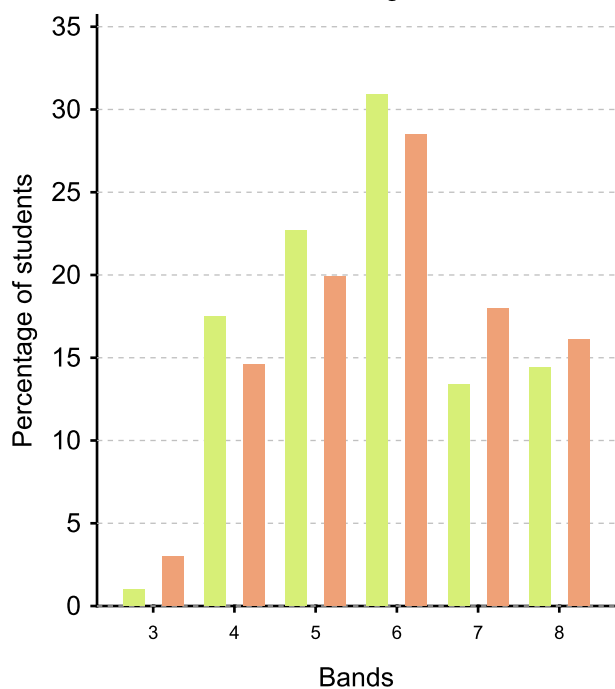
Percentage in bands:
Year 5 Grammar & Punctuation



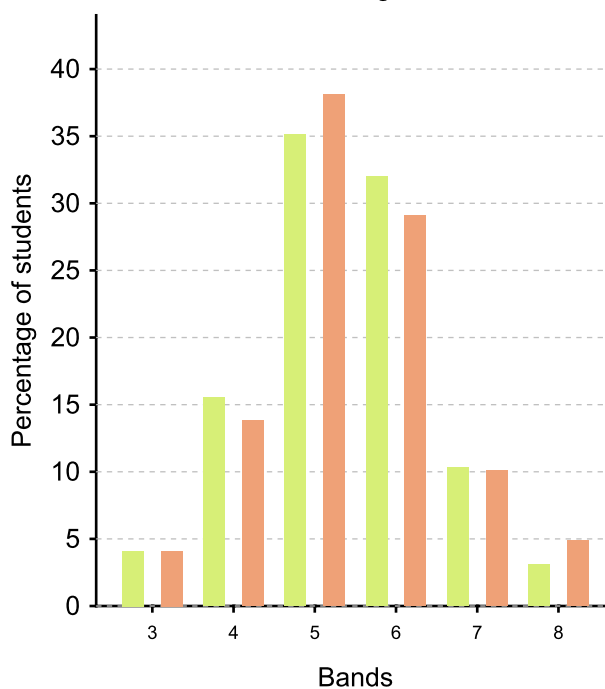
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



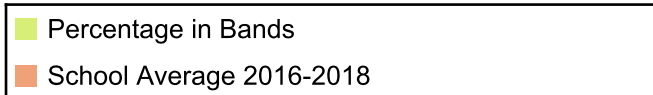
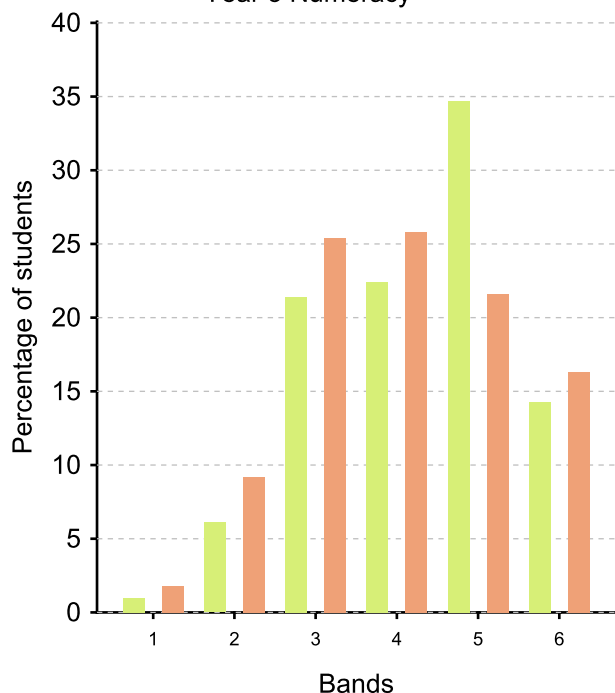
Numeracy Year 3

- 71% of students at Hambledon Public School reached proficiency in numeracy

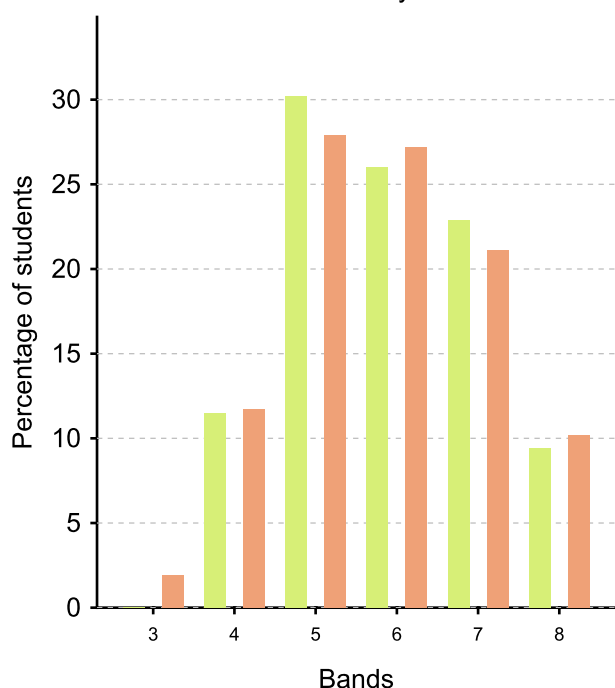
Numeracy Year 5

- 58% of students at Hambledon Public School reached proficiency in numeracy

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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..

The Premier's Priority report provides the percentage of NAPLAN Reading and Numeracy results in the top 2

bands for a school, as specified in the Premier's Priority to improve education results. This reports shows that the percentage of Year 3 and 5 students from our school who achieved in the top two bands in Years 3 and 5 dropped slightly from 41.69% in 2017 to 38.46% in 2018.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey

We gained the opinions of parents, teachers and students through the Tell Them From Me survey which was completed by 53 parents, 25 teachers and the majority of students in Year 4–6.

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.

- 90% of students feel they have positive relationships at school with friends they can trust and who encourage them to do the right thing. The NSW Gov't Norm being 85%.
- 88% of students feel that they are trying hard to succeed in their learning (Gov't Norm 88%) which is directly related to the expectations for success which has a school mean of 8.6 compared to the Gov't norm of 8.7, where staff emphasise academic skills and hold high expectations for all students to succeed.

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 7.4 out of 10. The NSW Gov't Norm being 7.3. Parents believe that teachers expect their child to work hard.
- School supports positive behaviour rated 7.9 out of 10. The NSW Gov't Norm being 7.7 Parents believe their child is clear about the rules for school behaviour.
- Safety at school rated 7.3 out of 10. The NSW Gov't Norm being 7.4
- An inclusive school rated 7.0 out of 10. The NSW Gov't Norm being 6.7. Parents feel that school staff take an active role in making sure all students are included in school activities.

Focus on Learning – Teacher Survey Report

The teachers survey is based on the Effective Schools and Dimensions of Classroom and School Practice research.

- Leadership rated 7.3 out of 10. The NSW Gov't Norm being 7.1. Teachers felt that they work with school leaders to create a safe and orderly school environment.
- Collaboration rated 8.7 out of 10. The NSW Gov't

Norm being 7.8. Teachers felt that they collaborated with other teachers about strategies that increase student engagement.

- Learning Culture rated 9.1 out of 10. The NSW Gov't Norm being 8.0. Teachers believe they set high expectations for student learning. This is in line with the above results of student feel that staff hold high expectations of students to succeed.

Conclusions and Future Directions

Overall, results proved very positive across all dimensions. After analysing the data, further efforts will be directed at maintaining student interest and motivation in the later years, preventing students from feeling they are being bullied, and ensuring students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.

Policy requirements

Aboriginal education

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 2018 twenty three 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' educational 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

Multicultural and anti-racism education Hambledon Public School continues to promote multicultural education through a number of initiatives. Currently 48% 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 2018we:

*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 which included the creation of the rangoli by some of our parents and teaching staff 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

- 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 Kindergarten 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 1–6
- 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 5–6
- Boy's Vocal Workshop
- K–2 Dance Ensemble
- Stage 2 Cheer Squad
- Stage 2 and 3 Dance Sport
- Stage 3 Dance Ensemble
- Skipping Squad
- Djembe Drumming Groups Years 3–6
- Years 3 to 6 Beginner Recorders and Festival of Music
- Operation Art

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
- Orienteering – Stage 3

Other Opportunities

- Boy's Shed
- Gardening Club