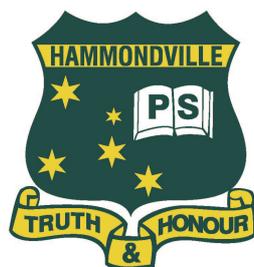


Hammondville Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Hammondville Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The 2019 school year was a busy one, with strong progress and development within our three-year strategic plan. Hammondville Public School continues to provide an active and supportive learning environment, with a strong focus on the whole child. Our school provides an enriched learning space where students feel known, valued, and cared for by all members of the school community. Our supportive environment is underpinned by our Positive Behaviour for Learning expectations of 'Be Safe, 'Be Respectful', and Be a Learner'.

Our academic performance continues to improve, which is a direct result of targeted professional learning for our teachers and evidence-based practices being used in classrooms. Our teachers are dedicated professionals who maintain professional and supportive relationships with all our stakeholders.

Throughout the year our students have had many opportunities to develop themselves academically, physically, and socially. Some opportunities included: the Easter Hat Parade, stage-based excursions, annual carnivals for cross country, swimming and athletics, peer support, the JUMPS program, gymnastics programs, Wakakirri, debating, public speaking, spelling bee as well as many sporting gala days.

The above events take great commitment, organisation, and dedication by teachers, administrative staff, and parents. At Hammondville we work together to ensure our students have many opportunities in and out of the classroom to enhance all areas of their learning and development. I would like to thank our whole school community for their ongoing commitment to ensuring the best possible learning outcomes for our students.

We developed strong community partnerships in 2019 with our P and C. More effective and consistent communication procedures were put into place and strong partnerships of support were established. Our P and C organised and conducted several fundraising activities throughout the year which included Colour Run, Mother's and Father's Day stalls, Five cent challenge, discos, and many more. The commitment and dedication of this group saw a big focus on playground improvement support, through donations of soccer goals, bike racks and scooter racks. The P and C also successfully gained a community building grant for our school to the value of \$26 000, which will be used for future playground works. I would like to congratulate and acknowledge the hard work and dedication of our 2019 executive: Marlene Greenwood – President, Marisa Edwards – Vice-President, Stephanie Philpott – Secretary and Stephen Gauld – Treasurer.

As a school we have had outstanding individual and team successes in academic, cultural, and sporting endeavours throughout the year. Hammondville's junior and senior dance groups were successful in being selected to perform at the in the spotlight dance festival. The senior dance group were invited to perform at Wakarirri, receiving accolades for their performance. The debating team participated in the premiers debating challenge, with Jules Cross being selected for the South Western Regional Debating team. This was a huge achievement for both Jules and the school. Our school participated in the Multicultural Perspectives Public Speaking competition, with success at all levels. We had one student, Jules Cross, who participated at the state level. On the sporting field we had great success both at an individual and team level. We were the champion school at the Zone Swimming Carnival and Zone Cross Country, we came runners up for the Zone Athletics Carnival.

Finally, our Hammondville community continues to grow and support our school in all its endeavours. I would like to thank them for the initiatives they have supported within the school. I would also like to thank our staff, they are consistently placing students at the centre of their work, ensuring high-quality teaching and learning takes place.

Rebekah Murray

School background

School vision statement

At Hammondville Public School, in partnership with all members of our school community, we strive to provide a safe and supportive environment that caters for the development of the 'whole child'. This development occurs through a range of experiences aimed at allowing students to meet their full potential academically, socially, emotionally and physically. We have an emphasis on developing life-long learners through future-focused teaching and learning strategies that provide opportunities for our students to develop skills and capabilities that will meet the demands of an ever changing world.

School context

Hammondville Public School is set on large, leafy grounds 36.4km south-west of Sydney and 4.7 km from Liverpool. Students come from a mix of socio-economic backgrounds with 19% from the lowest quarter, 61% from the middle two quarters and 20% from the top quarter of family incomes. There are currently 458 students attending the school with 12% of students having a language background other than English. Approximately 12% of students come from Defence Force families due to the school's close proximity to the Holsworthy army base.

After a decline in enrolments over a number of years enrolments have started to grow again in the past couple of years. In 2019 enrolments have increased to 458 with our largest Kindergarten cohort for several years of 84 students. Due to the increased enrolments we have been able to form 19 classes. The teaching staff is mostly very experienced with an increasing number of early career teachers being employed in recent years. The school is heavily involved in extra-curricular activities with strong dance, choir, public speaking and sport programs being offered each year. Academic performance on measures such as NAPLAN has been mixed with strong performances in all areas of the testing in some years and the identification of areas requiring development in other years.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

High Quality Pedagogical Practice

Purpose

To embed a culture of authentic evidence-based teaching practice through quality professional learning and the development of strong collegial partnerships that allow robust professional discourse which leads to improvements in pedagogy and increases student growth.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

Increased number of students meeting expected growth targets in reading and numeracy

Overall summary of progress

Throughout 2019, we saw a change and shift of focus for Strategic Direction 1. We saw an increase of major challenging behaviours across the school and changes to the planned implementation of this key strategic direction as a result of changes within the leadership team.

Hammondville aims to intensify the focus on this strategic direction in 2020.

Progress towards achieving improvement measures

Process 1: Teacher professional learning on embedding formative assessment across the school with an emphasis on student voice to develop authentic feedback practices (AITSL resources).

Evaluation	Funds Expended (Resources)
Throughout the year, this strategic direction was worked on through informal stage meetings and the development of assessments which meet NESA requirements. In 2020, this process will have to become an area of focus within Hammondville.	

Process 2: Ongoing Professional Learning, (Focus on Reading, Learning Progressions, Mathematical Mindsets) is provided to embed high quality teaching and learning practices in literacy and numeracy to improve student's comprehension and understanding of early arithmetic strategies and place-value.

Evaluation	Funds Expended (Resources)
The professional learning shifted to building capacity of our staff in the area of spelling. Through this focus, we have seen an increase in the knowledge and understanding of the learning progressions and the syllabus requirements. We also continued the training of staff in TEN and also team teaching and observation of TEN lessons with the Assistant Principal.	Spelling TPL, casual relief \$4000

Process 3: Embed the use of data informed practice into teacher practice through tailored Professional Learning to increase professional dialogue on assessment practices. This includes professional learning and collegial meeting time to moderate student work samples and identify students for additional support.

Evaluation	Funds Expended (Resources)
2020 saw the new implementation of NESA requirements across the school. Stages took these requirements to update summative assessments. Within Phase 1, leadership capacity was built through the implementation of these requirements.	Casual relief \$1000

Next Steps

At Hammondville in 2020 will see the refocus on Strategic Direction 1.

Strategic Direction 2

Leading Learning

Purpose

To create a culture where students, teachers and leaders all take a lead role in understanding and communicating their learning and are willing to contribute to the collective growth and wellbeing of our learning community. Knowledge and practice is shared and future-focused skills such as collaboration are utilised to build each others capacity.

Improvement Measures

Increase in the number of students indicating they use and respond to feedback in their learning. (TTFM Baseline in 2018)

Increased number of students indicate a positive classroom environment exists (TTFM)

Decrease in the number of negative playground behaviour incidents during each year of the 3 year cycle (PBL data recorded in ebs Central)

Increased school mean relating to learning culture in TTFM teacher survey.

Increase in the number of teaching staff who demonstrate leadership skills and capabilities against the AITSL Professional Standards for Teachers

Overall summary of progress

Throughout 2019 saw a major change and shift of focus for Strategic Direction 2. We saw an increase of major behaviours across the school and changes to the planned implementation of this key strategic direction through major changes within the leadership team. This saw the increase of focus on process 3 with process 1 and 2 shifted.

Progress towards achieving improvement measures

Process 1: Teachers are provided with professional learning on improving the quality of peer observations and how to work in professional learning communities where robust, respectful, professional dialogue takes place about innovative classroom practices while building the quality of collegial relationships.

Evaluation	Funds Expended (Resources)
Peer observations continued in line with our PDP processes. This has been strengthened through the introduction of accountability from the Principal. the PDP process has also been strengthened to include NESAs requirements.	Casual Relief \$4000

Process 2: Teachers participate in further Professional Learning on Formative Assessment including models of effective feedback to provide students with the knowledge and skills to effectively assess and direct their own learning.

Evaluation	Funds Expended (Resources)
This process was placed on hold earlier in the year to increase the time and resources needed to support professional learning on PBL and trauma-informed practices.	

Process 3: Positive Behaviour for Learning (PBL) continues to be implemented and refined to develop a safe, orderly environment that is conducive to the collective wellbeing of our community. PBL will be further enhanced through professional learning and implementation of restorative practices.

Evaluation	Funds Expended (Resources)
Across the year saw a strengthening of our PBL practices and process throughout the year, with the formalisation of the reflection room. Tier 2	Casual relief \$2000

Progress towards achieving improvement measures

training was completed, Tier 1 will need to be strengthened before implementation in 2020. Professional learning included trauma-informed practices to strengthen teachers understanding of PBL and changes to our students' behaviour.

PBL Resources \$1000

Next Steps

At Hammondville in 2020, will see the continuation of the implementation of PBL and the introduction of tier 2 practices and systems. 2020 will also see the strengthening of our PDP process and refocus of professional learning on high impact strategies such as feedback.

Strategic Direction 3

Effective Community Partnerships

Purpose

To actively cultivate a well-informed, respectful and supportive school community where the resources available to the school community are utilised to build the capacity of all stakeholders and support students and families.

Improvement Measures

Increase in the satisfaction ratings shown by parents and carers regarding school communication.

Increase in school engagement data against state norms from Tell Them From Me Surveys.

Increased engagement with partner schools and outside agencies.

Overall summary of progress

Throughout 2019 saw a major change and shift of focus to Strategic Direction 3. We saw an increase of major behaviours across the school and changes to the planned implementation of this key strategic direction through major changes within the leadership team. 2019 also saw an increase in engagement with outside agencies and changes to our communication with parents and carers.

Progress towards achieving improvement measures

Process 1: School leaders and the Learning Support Team actively seek partnerships with outside agencies and partner schools to build capacity of staff and utilise expert knowledge to more effectively meet the additional needs of students and families.

Evaluation	Funds Expended (Resources)
Throughout the year saw the increase in the need for support from our Learning Support Team. The introduction of off class Assistant Principals to support the LaST team saw an increase of Access Requests leading to a significant increase in IFS funding. The introduction of new Personalised Learning and Support Plans, as well as regularly scheduled feedback meetings, has led to an increase in communication with parents.	

Process 2: Staff participate in ongoing professional learning on effective communication with the school community and how to utilise the various platforms the school uses to distribute information, engaging in collecting of their views and thoughts about the school.

Evaluation	Funds Expended (Resources)
Throughout the year the evaluation of communication with parents highlighted the need to reduce the number of platforms used to communicate with parents and refinement of how and where we communicate. We purchased the platform Sentral and will begin the implementation in 2020	Purchasing of platforms: <ul style="list-style-type: none">• Sentral \$10 000• Care Monkey \$2 100• SkoolBag App \$1 600• SchoolBytes App \$3 000• School Interview Booking Website \$200

Process 3: The school regularly reviews its assessment and reporting procedures and provides teachers with professional learning on moderation and data analysis so parents/carers are provided with timely and accurate, easy to understand information about student progress.

Evaluation	Funds Expended (Resources)
2019 saw a focus on reports to parents. The development of a Reporting Committee led to the surveying of parents, staff and students on the	Purchase of Sentral \$10 000

Progress towards achieving improvement measures

effectiveness of current reporting systems around ease of use, ease of understanding, the reflection of students progress. This led to a change of system, the purchasing of Sentral. Also the content of reports.

Casual relief \$1 000

Next Steps

At Hammondville in 2020 will see the continuation of the report committee and the implementation of the new reporting systems. We will aim to evaluate these changes and continue to explore the most effective process to report to parents. 2020 will also see the full implementation of Sentral to communicate with parents and the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18 810	<p>Data indicates ATSI students are meeting expected growth goals for NAPLAN and local measures.</p> <p>Aboriginal background funding was utilised to assist with the development of personalised learning plans and to provide additional literacy/numeracy support as well as cultural immersion activities that included small group activities and the NAIDOC Day celebration.</p> <p>Employment of additional staff (SLSO) 1 day/week to coordinate Aboriginal Cultural group. All Aboriginal students have a Personalised Learning Plan (PLP) that was developed during parent/student/teacher meetings in Term 1 and Term 3. All Aboriginal students received in-class support and participated in cultural groups during Semester 2.</p>
English language proficiency	\$47 015	English Language Proficiency Funding was used to employ a teacher who provided in-class support and small group withdrawal to children for which English is an Additional Language or Dialect.
Low level adjustment for disability	<p>Total – \$203 829</p> <p>Staffing – \$138 731 (1.3 FTE)</p> <p>Flexible – \$65 098</p>	Funding received for low level adjustment for disability in this area was used to provide in-class support and social support in the playground by School Learning Support Officers (SLSOs) for students identified by the Learning Support Team as requiring additional support. The support provided had a positive impact on both learning in the classroom and the interaction of targeted students with other students in the playground. The funding was also used to support teachers to develop PLASPs on a new format to ensure consistency from year to year, as they move throughout the school.
Quality Teaching, Successful Students (QTSS)	\$82 692 (0.769 FTE)	The school received a staffing allocation of 0.769 FTE.. The casual relief was utilised to support the Performance and Development Framework's mandatory classroom observation of teachers and professional learning for teachers.
Socio-economic background	\$85 692	This funding was used to employ a speech pathologist who under a professional learning model provided in-class instruction for students focusing on the development of receptive and expressive language. Pre and post testing indicated significant improvement in all students who were screened and participated in phonemic awareness groups.
Support for beginning teachers	N/A	Support was continued for the beginner teachers from 2018, through QTSS funding and Instructional Leadership from the Assistant Principals.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	221	230	237	238
Girls	215	228	227	220

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95.6	93.4	94.7
1	94	94.8	93	92.3
2	94.9	94	94.2	93.6
3	94.2	95.3	93.8	93.3
4	93.3	94.2	94.2	93.6
5	94	93.9	92.9	94.1
6	95	94.9	91.5	92
All Years	94.3	94.7	93.2	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.38

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	452,686
Revenue	4,326,928
Appropriation	4,092,937
Sale of Goods and Services	13,452
Grants and contributions	216,750
Investment income	3,789
Expenses	-4,243,846
Employee related	-3,724,513
Operating expenses	-519,333
Surplus / deficit for the year	83,082

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	89,515
Equity Total	355,346
Equity - Aboriginal	18,810
Equity - Socio-economic	85,692
Equity - Language	47,015
Equity - Disability	203,829
Base Total	3,199,641
Base - Per Capita	108,872
Base - Location	0
Base - Other	3,090,769
Other Total	344,220
Grand Total	3,988,722

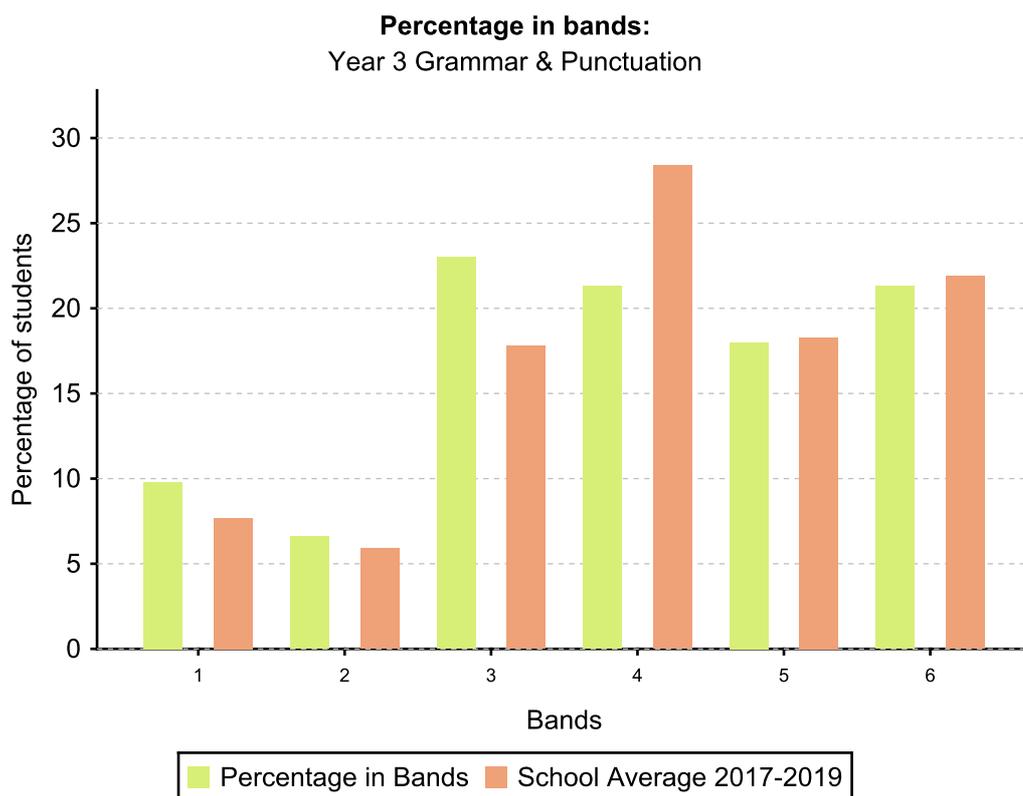
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School performance - NAPLAN

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.

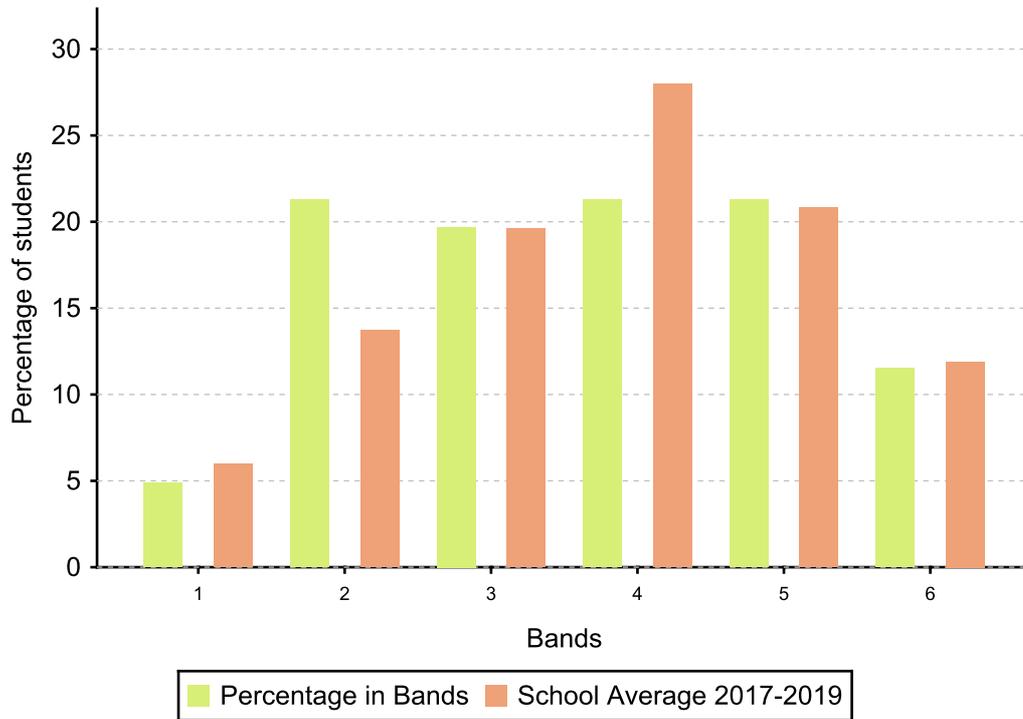
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



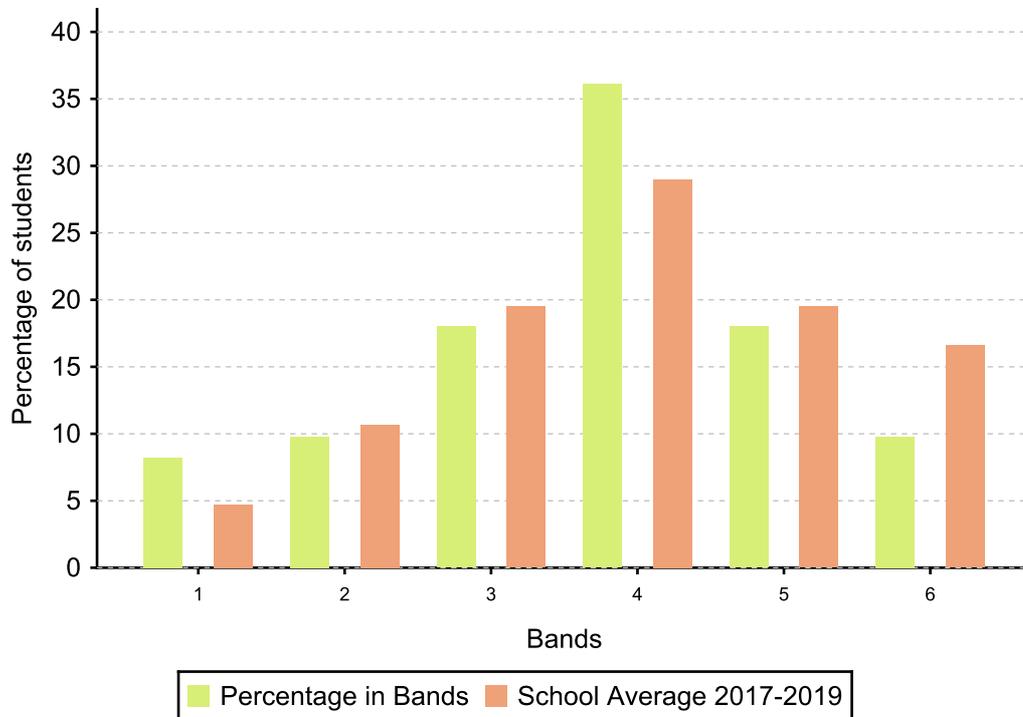
Band	1	2	3	4	5	6
Percentage of students	9.8	6.6	23.0	21.3	18.0	21.3
School avg 2017-2019	7.7	5.9	17.8	28.4	18.3	21.9

**Percentage in bands:
Year 3 Reading**



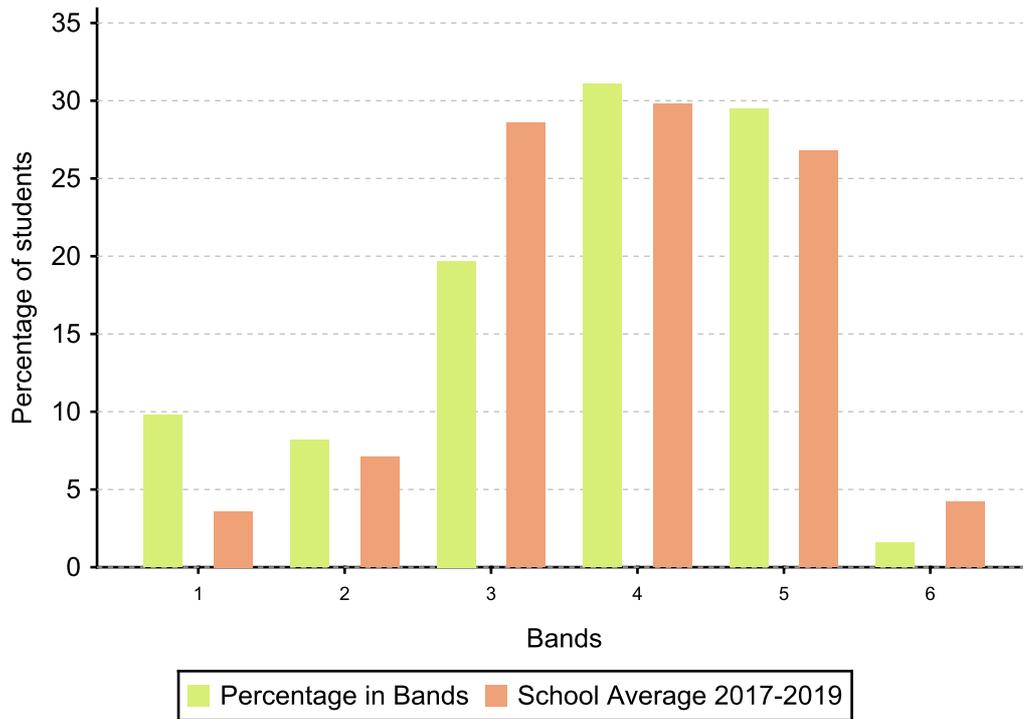
Band	1	2	3	4	5	6
Percentage of students	4.9	21.3	19.7	21.3	21.3	11.5
School avg 2017-2019	6	13.7	19.6	28	20.8	11.9

**Percentage in bands:
Year 3 Spelling**



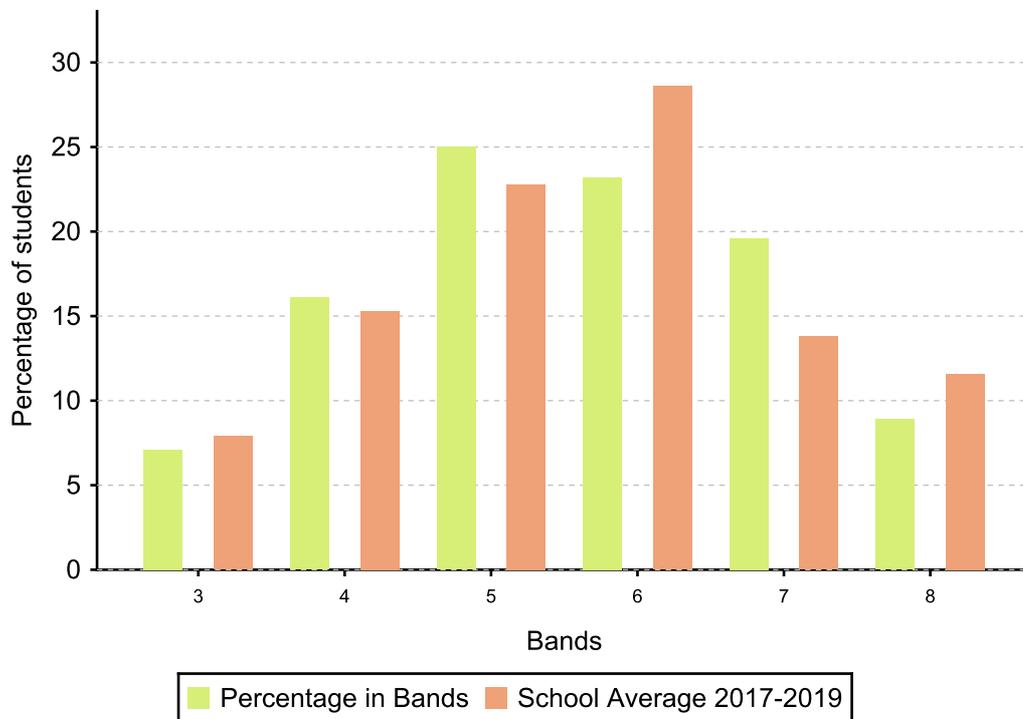
Band	1	2	3	4	5	6
Percentage of students	8.2	9.8	18.0	36.1	18.0	9.8
School avg 2017-2019	4.7	10.7	19.5	29	19.5	16.6

Percentage in bands:
Year 3 Writing



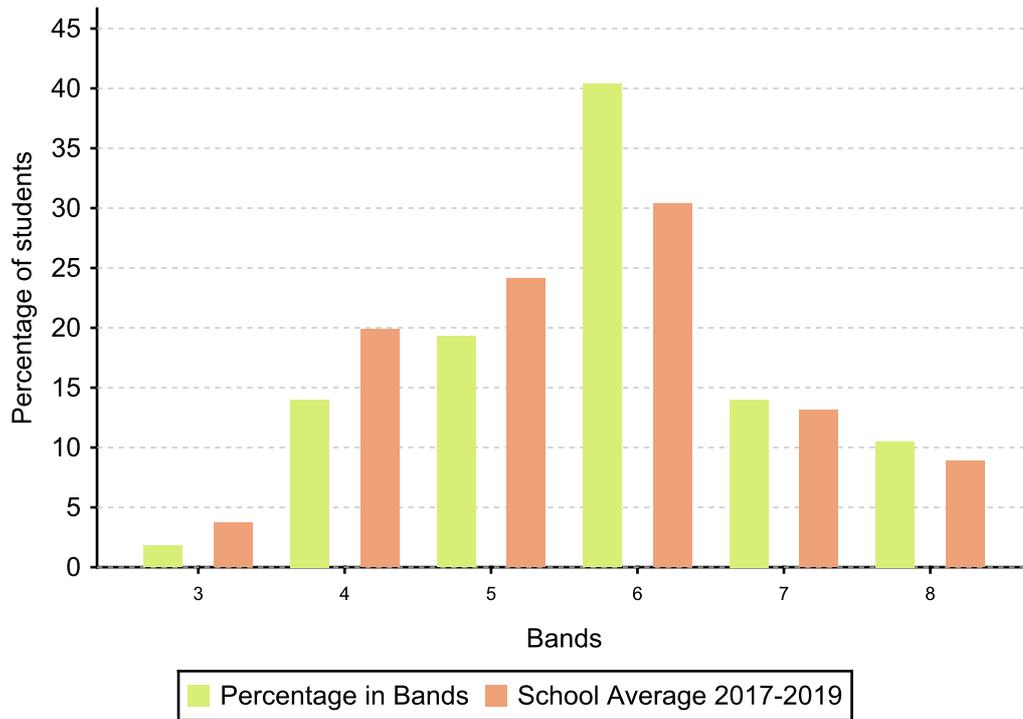
Band	1	2	3	4	5	6
Percentage of students	9.8	8.2	19.7	31.1	29.5	1.6
School avg 2017-2019	3.6	7.1	28.6	29.8	26.8	4.2

Percentage in bands:
Year 5 Grammar & Punctuation



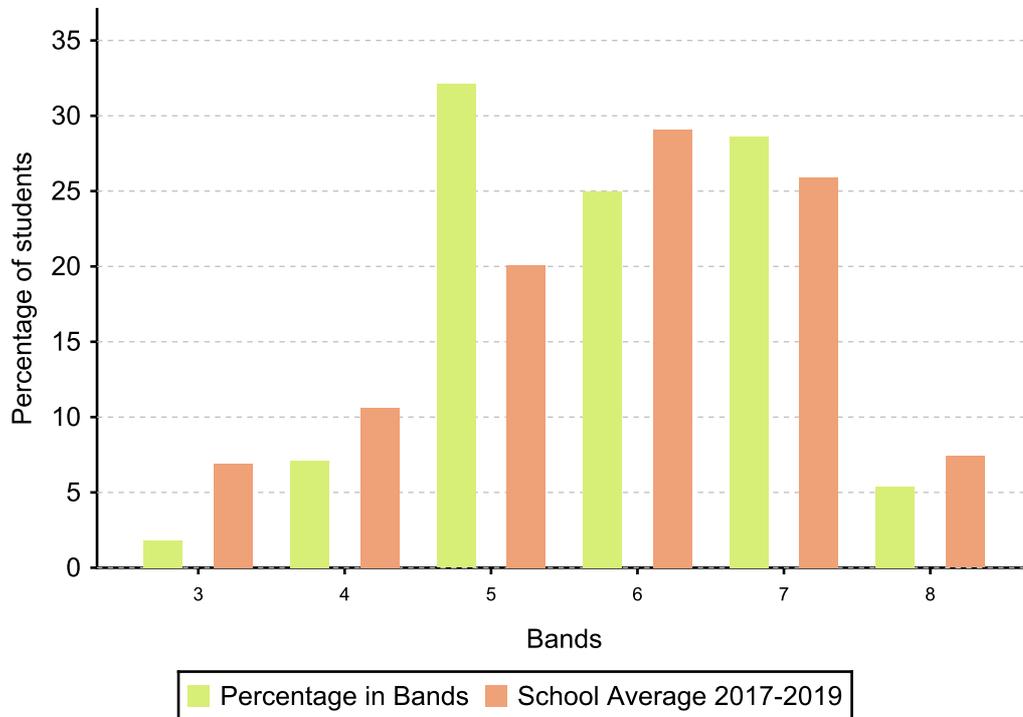
Band	3	4	5	6	7	8
Percentage of students	7.1	16.1	25.0	23.2	19.6	8.9
School avg 2017-2019	7.9	15.3	22.8	28.6	13.8	11.6

**Percentage in bands:
Year 5 Reading**



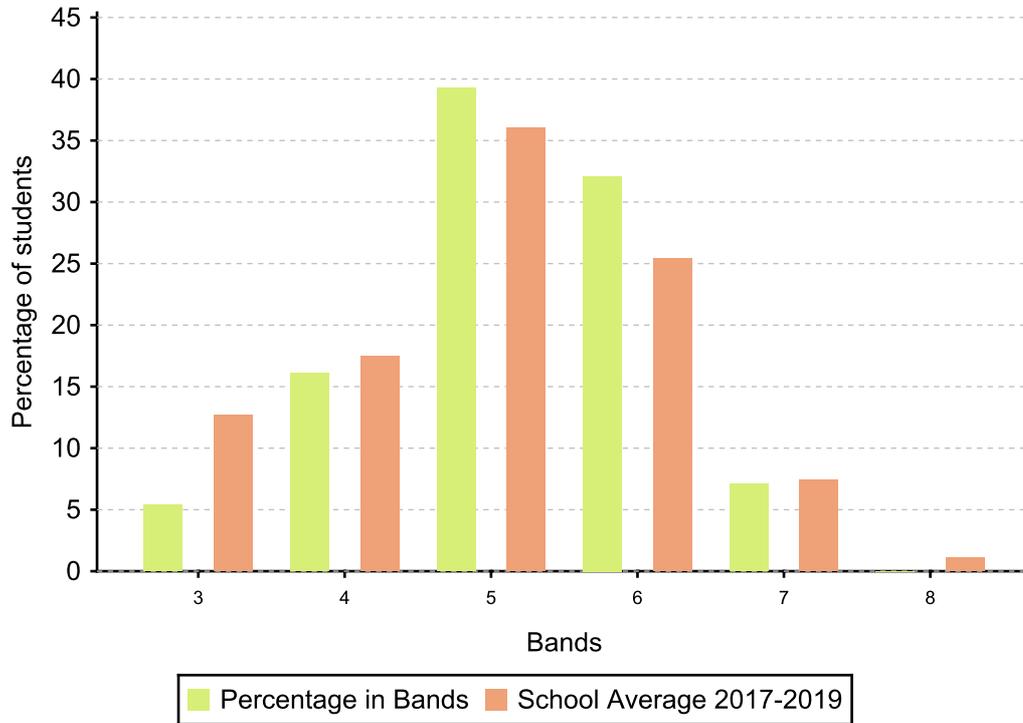
Band	3	4	5	6	7	8
Percentage of students	1.8	14.0	19.3	40.4	14.0	10.5
School avg 2017-2019	3.7	19.9	24.1	30.4	13.1	8.9

**Percentage in bands:
Year 5 Spelling**



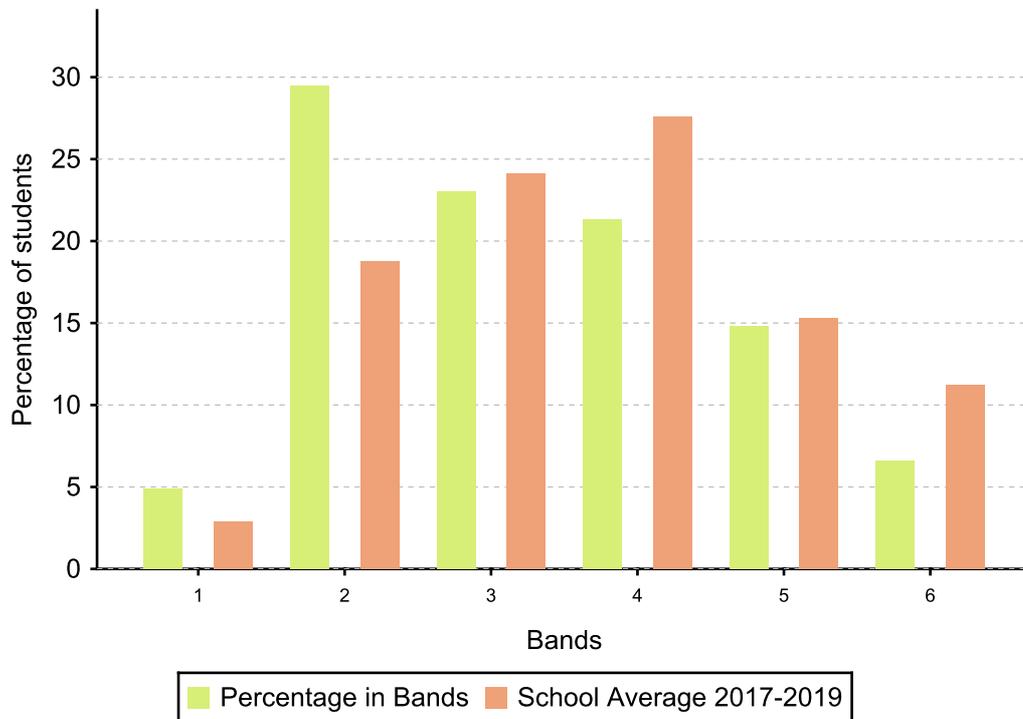
Band	3	4	5	6	7	8
Percentage of students	1.8	7.1	32.1	25.0	28.6	5.4
School avg 2017-2019	6.9	10.6	20.1	29.1	25.9	7.4

Percentage in bands:
Year 5 Writing



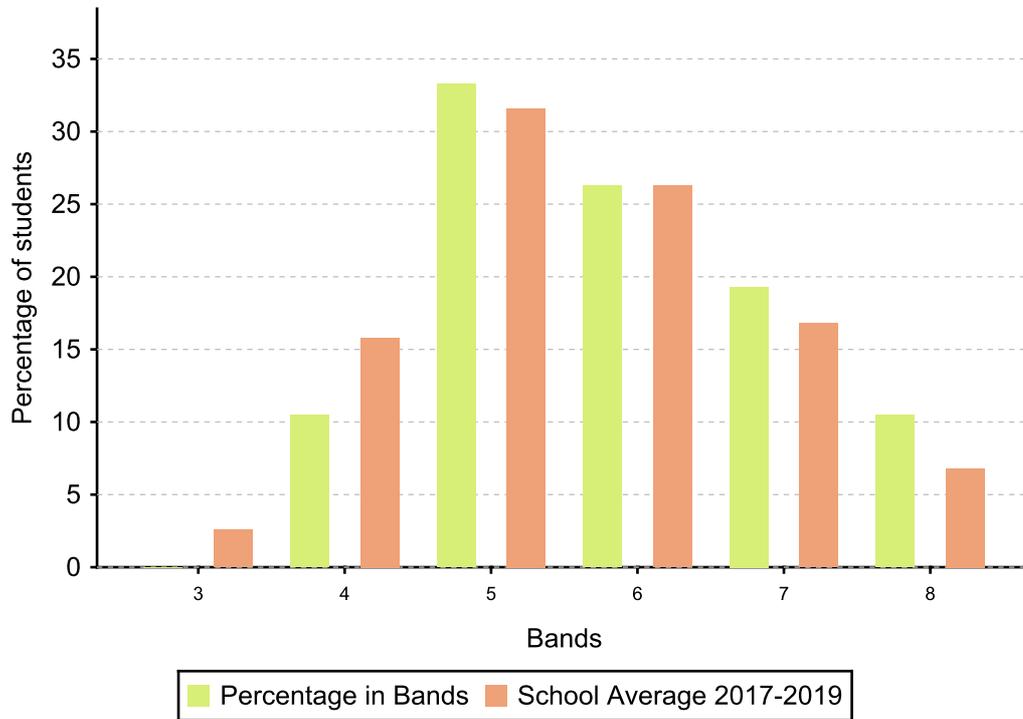
Band	3	4	5	6	7	8
Percentage of students	5.4	16.1	39.3	32.1	7.1	0.0
School avg 2017-2019	12.7	17.5	36	25.4	7.4	1.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.9	29.5	23.0	21.3	14.8	6.6
School avg 2017-2019	2.9	18.8	24.1	27.6	15.3	11.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	10.5	33.3	26.3	19.3	10.5
School avg 2017-2019	2.6	15.8	31.6	26.3	16.8	6.8

Parent/caregiver, student, teacher satisfaction

During 2019 the school sought the opinions of students, parents and staff regarding their perceptions and satisfaction with the school through the Tell Them From Me (TTFM) suite of surveys.

Parent Survey

Parents and community members completed the TTFM 'Partners in Learning' Survey which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Overall in many areas, the school was rated above NSW norms. The results of the survey were: (Scores are out of 10 with NSW Government Schools Norm in brackets)

- Parents feel welcome at the school. **7.8** (7.4)
- Parents feel they are well informed about their children's progress, social–emotional development and behaviour. **6.7** (6.6)
- Parents support their child's learning at home which includes discussing how well their child is doing in class, talking about the importance of schoolwork and encouraging their child to do well at school. **6.4** (6.3)
- The school supports learning which includes teachers having high expectations, teacher's showing an interest in children's learning and teacher's taking account of a child's needs abilities and interests. **7.2** (7.3)
- The school supports positive behaviour including clear expectations about rules and teachers maintaining control of their classes. **8.0** (7.7)
- Safety at school. This theme included behaviour issues being dealt with in a timely manner, bullying prevention and children feeling safe at school. **7.4** (7.4)
- Inclusive school. This theme included teachers help students who need extra support, school staff create opportunities for students who are learning at a slower pace, Teachers try to understand the learning needs of students with special needs. **6.6** (6.7)

Student Survey

Students completed the Tell Them From Me Student Survey. Overall the results vary then compared to NSW norms and they show a downward trend within the school in some areas. The results of the survey were: (Scores are in percentages with NSW Government Schools Norm in brackets)

- Students feel accepted and valued by their peers and others at their school. **72%** (81%)
- Students have friends at school they can trust and who encourage them to make positive choices. **85%** (85%)
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. **92%** (96%)
- Students do homework for their classes with a positive attitude and in a timely manner. **51%** (63%)
- Students with positive behaviour at school – Students that do not get in trouble at school for disruptive or inappropriate behaviour. **87%** (83%)
- Students try hard to succeed in their learning. **86%** (88%)
- Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. **34%** (36%)

The following statements regarding students were scored out of 10 (NSW Government School Norms are in brackets)

- Students find classroom instruction relevant to their everyday lives. **7.5** (7.9)
- Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn. **7.7** (8.2)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. **7.0** (7.7)
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach. **7.9** (8.4)
- School staff emphasise academic skills and hold high expectations for all students to succeed. **8.5** (8.7)

Teacher Survey

Teachers participated in the TTFM 'Focus on Learning' Teacher survey. The following statements regarding students were scored out of 10 (NSW Government School Norms are in brackets). The area of focus was the eight drivers of student learning. Overall the results are in line with state norms. The results of this survey were:

- Leadership – staff feel supported, staff receive feedback, leaders help improve my teaching. **7.0** (7.1)
- Collaboration – teachers plan learning and assessments together, teachers discuss lessons, learning goals, strategies. **7.8** (7.8)
- Learning Culture – teachers give feedback to students, discuss learning goals, monitor student progress, set high expectations. **7.7** (8.0)
- Data Informs Practice – assessments help teachers understand where students are having difficulties, formal

assessments inform lessons planning **7.5** (7.8)

- Teaching strategies – teachers set challenging learning goals, written feedback given, expectations are clear for students **7.9** (7.9)
- Technology – opportunities given to students to use computers and other devices, teachers set goals for technology skills. **6.6** (6.7)
- Inclusive School – teachers strive to understand the learning needs of students with special learning needs, clear expectations for behaviour within the classroom. **8.3** (8.2)
- Parent Involvement – teachers work with parents to solve problems interfering with learning, share learning goals, regular parent contact **7.1** (6.8)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Hammondville Public School has continued to maintain a strong commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2019. Through the use of our RAM funding Aboriginal parents, teachers, carers and students were able to come together to develop Personalised Learning Plans for all Aboriginal students. All Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Plan. This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.

Aboriginal students were further supported through the employment of an Indigenous SLSO. Nathan Rudd supported each Aboriginal student 1:1 in the classroom setting. This was individualised to focus on each particular student's strengths and weaknesses. Nathan also attended Aboriginal Culture group each week and shared his personal knowledge and stories with the students.

Aboriginal parents were invited to attend a parents and carers meeting where we discussed the vision for our cultural group and got parents and carers input to help us in steering the direction of the cultural group. At this meeting, we were also fortunate to have an Aboriginal School Liaison Officer to speak about the services he could provide to our Aboriginal families at Hammondville.

Hammondville students celebrated NAIDOC week through their participation in a range of workshops run by Dalmarri, including Indigenous sports & games, Aboriginal art and a cultural artefacts talk. Hammondville students were also involved in creating a mural showcasing this year's NAIDOC week theme, 'Voice. Treaty. Truth'.

Following on from 2018, the Aboriginal cultural groups were scheduled for Aboriginal students K–6. A student-centred approach was used to assist students to explore their culture, their way. This meant that students choose what they wanted to explore their culture. 100% of the Aboriginal students attended this weekly program.

We have had a variety of wonderful experiences this year through the Aboriginal culture group. A few highlights were;

- The Aboriginal students and Hammondville school leaders created a personalised school 'Acknowledgement of Country' alongside Aunty Carol, our Aboriginal School Liaison Officer
- The Aboriginal cultural group participated in multiple Indigenous Culture days with Dalmarri, where they completed individual and group artworks and played Indigenous games
- The opportunity to work alongside Dalmarri to create an Aboriginal culture group polo shirt
- The involvement of the whole school in the creation of a travelling story to celebrate Reconciliation Week 2019
- To extend this connection to the community the Aboriginal students attended an event at Holsworthy High School, they were invited to celebrate NAIDOC week and participate in a day full of fun activities, such as a dance workshop, smoking ceremony and cultural assembly
- A small group of Aboriginal students had the opportunity to visit the ANZAC Memorial at Hyde Park to commemorate our Indigenous Australians who fought in Australian Frontier Wars. They also visited the Australian Museum to explore the First Nations Galleries
- The Aboriginal culture group raised money in support of First Nations Bedtime Stories, to promote discussion around Australia's first peoples.

Hammondville Public school recognises the outstanding achievements of our Aboriginal students.

Miss Harrison

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

In 2019, there were no formal complaints of racism at Hammondville.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

While our enrolments of students from language backgrounds other than English (LBOTE) are traditionally low, we acknowledge the importance of promoting the cultural and linguistic diversity through the implementation of cross cultural perspectives embedded within teaching and learning units. The school consistently aims to develop in students the knowledge, skills and values for participation as active citizens in a democratic, multicultural society.

In 2019, the school received \$47 015 in funding the Resource Allocation Model (RAM) to develop the English Language Proficiency of students from language backgrounds other than English. These funds were used to employ additional teaching staff for two days each week. The teacher provided in-class supports and small group withdrawal to assist in developing the oral language, writing and reading of targeted students.

Other School Programs (optional)

Sport

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

One of the schools largest successes in 2019 was our representation in the three Liverpool zone carnivals held throughout the year. Out of the fifteen schools in the Liverpool zone, Hammondville Public School achieved first place in both swimming and cross-country carnivals. This is a fantastic achievement as Hammondville Public School is the fifth smallest school in our zone. Hammondville Public School also placed second in the athletics carnival narrowly missing out on the threepart of events, a feat no other school has achieved in our zone.

At the three zone carnivals, we had numerous students qualify for the respective regional carnivals. We had twenty-one students qualify for the regional athletics carnival, fourteen students qualify for the regional carnival in cross country and thirteen students qualify for the regional carnival in swimming. From these regional carnivals, we had Holly Salzmann, Miriam Gauld, Annabelle James, Shelby Whiting and Oscar Lindbom qualify and compete at the state swimming carnival. Mya Tiller, Miriam Gauld, Annabelle James and Isabella Muc qualify and compete at the state cross country carnival. Kalani Godinet, Annabelle James, Miriam Gauld, Isabella Muc and Emily Hartland qualify and compete at the state athletics carnival.

Hammondville was also well represented at zone and regional level in team sports. Twenty-three students represented the Liverpool zone in eleven different sports. From this, one student was selected to represent Sydney South West at a NSW state carnival, Oscar Lindbom in AFL.

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

In summer PSSA, The junior AFL and junior League Tag Teams both finished as runners up, narrowly losing their grand finals. Whilst the junior and senior cricket teams, senior AFL team and senior softball teams were all semi-finalists.

In winter PSSA, the junior Rugby League team finished as undefeated minor premiers and premiers, defeating Nuwarra Public School 28-16 at Belmore Oval. This is the third time in four years Hammondville has won the junior Rugby League competition. Whilst the junior girls' soccer, junior girl's netball team and senior Rugby League teams finished as semifinalists for their competitions.

Hammondville entered one team into the State Knockout Competition with our boys Rugby League team making it to Round 4, defeating Ingleburn Public School, Jannali East Public School and Sarah Redfern Public School before being defeated by Rosemeadow Public School.

Hammondville also participated in two Gala Day competitions, the Paul Kelly Cup Competition and the Bulldogs All Schools Knockout Competition. All 3 AFL teams who participated in the Paul Kelly Cup Competition did the school proud but all narrowly missed the finals for the day.

The girls Rugby League team also did extremely well in the Bulldogs All Schools Knockout. The girls team played fantastically in this tournament and for the fifth year in a row, progressed on to represent the Bulldogs at the Western Sydney Finals Day.

Mr Withers

Debating

In 2019, Hammondville Public School participated in the Premier's Debating Challenge competition. This was our school's first time being involved in this competition. It was opened to Stage 3 students who were selected from a group of over 20 entrants. These students were given the chance to showcase their public speaking skills and further develop all facets of debating. Hammondville was represented by a team of 12 students with varying levels of ability and experience across years 5 and years 6.

Students excelled in learning to collaborate and work with their peers as a team to compile the best points to present during a debate, presenting strong rebuttals against their opponents and working under short time frames to present their best case with ease, confidence and tenacity. Our students were congratulated for presenting interesting arguments, supporting these with great evidence, while supporting each other to showcase their great school spirit and mutual respect under immense pressure. The team performed extremely well with two wins and two losses during the main competition. The students' sense of pride and acknowledgment of all their hard work has certainly consolidated the value of this program in the school community.

The debating coordinator then had to select two students who excelled in their debating skills to represent our school in a debating trial for the opportunity to be a South Western Sydney Regional Debating Team member to compete at the Primary Schools State Debating Championships (PSSDC). One of our students were chosen to be on this regional team from a group of over 30 students. We had a very successful year of debating and we look forward to participating in the Premier's Debating Challenge again in 2020!

Mrs Zanapalis

Choir

What a wonderful year the choir had in 2019 using our voices as a means of expressing various emotions depending on the event at which we were performing. While there were several performance opportunities over the year, the highlight would have to have been our visit to Hammondcare Nursing Home when we were invited to perform for officials and staff at the opening of the new Dementia ward in August 2019.

There were up to 48 students in our choir for the better part of the year which is an amazing effort and shows our collective love and appreciation of performance and the arts in general.

We made our debut at the Anzac Day Assembly with the song, 'Spirit of the Anzacs'. We followed this up with performances at Hammondcare, Grandparents Day, a 3–6 assembly and Remembrance Day assembly where we performed 'When the War is Over'.

It is great to have so many students interested in performing and entertaining others. We expect 2020 to be another exciting year for interested students.

Mrs O'Connor

Dance

In 2019, there were many opportunities for students to take part in dance at Hammondville Public School. At a school level, students were given the opportunity to audition for the Kindergarten, 1–2 and 3–6 Dance Group. The 1–2 and 3–6 Dance Groups were successful in auditioning for the 'In the Spotlight Dance Festival' held at the Seymour Centre in June.

In Term 3, The Kindergarten, 1–2 and 3–6 Dance Groups performed their item and the Community of Schools' concert held at Holsworthy High School in August. These groups also had the opportunity to perform at various school events throughout the year such as the K–2 and 3–6 assemblies, Grandparents Day and the Education Week assembly. The Kindergarten Dance Group also performed at the Pre-school Open Day.

The 3–6 Dance Group was also invited to perform at Wakakirri, at Sutherland Entertainment Centre. During this opportunity, the students won numerous awards including 'Wakakirri Spirit of the Night' and 'Best Recycle of Costumes

and Stage Props'. They were also invited by the Director to perform at the Principal Network Awards, where they were able to showcase their routine in front of many teachers and principals at Revesby Workers Club.

In addition to this, 1 student was successful in auditioning for the Community of Schools ensemble which was made up of students from varying schools. They had the opportunity to perform at each ensemble's respective festival.

Miss Borg and Mrs Webb