

Hamilton South Public School

2019 Annual Report



Introduction

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

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

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Message from the principal

Highlights from 2019

The highlights from 2019 have been many. These have been witnessed by us all, recorded in Noticeboard and shared with our community. I would like to highlight some of these:

Friends Day & Art Show

What an amazing day Friends Day was! There was such a buzz throughout the day and it was wonderful to see our students' grandparents, grand friends, parents, families and their friends at our school for a very special day. And special it was… The students were very excited to show their visitors around the school, their classrooms, the library, the art in the hall and the great photographic exhibition. To hear the string group, the training and concert bands and the *RockCon* band was fabulous. To finish the performances with the two Stage 3 public speaking finalists and listen to their speeches was memorable. The success of the day was the organisation, hard work and attention to detail from lots of people. Classrooms looked amazing and the wonderful students' art was proudly displayed. The class artworks were created by all the students and the quality pieces would have looked perfect in any art gallery. The catering from the canteen and parent community was delicious. Thank you to the many helpers who helped with providing and serving food to the many visitors.

'Thank You' to everyone who came to Friends Day, purchased the students' artworks, bought a class artworks, bought a book for the school library and bought lunch. Your contributions resulted in a massive fundraiser for the school. To date funds have been used to purchase a significant number of musical instruments. We will be adding to the sound system out on the playground area and repainting some of the playground games.

Our New Look School Music Program

Since the start of the year the schools music programs have been liked with a partnership with the University of Newcastle, Conservatorium. There has been great enthusiasm as music across the school is growing and growing. Our junior band and the concert band have achieved great things during the year and our rock ensemble, *RockCon* is proving to be very popular. This year our choir reformed and they sound wonderful! The recently purchased 30 ukuleles are in great demand in classroom. Thank you to everyone who is involved in these programs.

Our Amazing Canteen

Our amazing and very profitable canteen once again finished the year on a high note. The canteen has been very profitable and monies raised have gone back into the school to purchase resources for classrooms and the school. Our healthy canteen offers a range of food choices for lunch and recess and is always looking at improving their menus. A huge thank you goes to Mary and Sam who along with Olivia, share the canteen role and do an amazing job. Another huge 'thank you' goes to the mums, dads, carers and grandparents who come along and help out

Art in the Playground

Since the start of term, a group of very enthusiastic and dedicated parents have been running art activities at lunch time. These have been extremely popular and the students have thoroughly enjoyed learning new skills and have had lots of fun. Thank you to Rieteka and the team for giving their time so freely to provide these opportunities for our students.

The Gardening Group

Our school gardens and grounds have been greatly enhanced during the year by another group of enthusiastic and dedicated parents. It has been great to see areas of the school grounds grow and develop so that students can play, have fun, explore and learn. Thank you to Caroline and the team for all their hard work.

Bushfires

Recently the students and the school community held a fundraiser for Wyaliba PS which has been significantly affected by the recent bushfires. A blue and green day was held and we have raised \$1,200. I have been in touch with the relieving principal who was appreciative of our support. Donations made at this time will go towards replacing the sporting and swimming equipment that was destroyed in the fire, along with paying for expenses and replacing items such as uniforms, school bags, clothing/shoes for the students directly impacted by the fires. We plan to keep in touch with school as they continue to replace items throughout the year,

The Drought

The dreadful unrelenting drought continues across NSW. We have held a fundraisers for the communities affected by the drought in the past. This year, monies raised for the Year 6 will be given to a school that has been impacted by the ongoing drought. We are hoping to continue these links thought out the year with our Year 6 students as part of class activities.

Thank You

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

To the P&C, thank you for your wonderful support of the school's programs. This can be seen reflected in the hard work of the P&C, *the Friends of Hamilton South*, the canteen, the band committee, the grounds committee, the uniform shop and fundraising committee.

A special 'thank you' to the executive of the P&C and to Craig Sutton the P&C President for your enthusiasm, commitment, hard work and contributions to our school.

Sue Estens

Principal

Message from the school community

P&C President's Report

This is my 1st year as P&C president. I took over the role from Sarah Breusch back in March and inherited an extremely well-functioning P&C with a great program of events and great relationship with the school. Before I go on, I wanted to extend a thank you to Sarah for all of her efforts in the roll and for help with my transition.

It's been another successful year for the Hamilton South Public School P&C. The P&C itself consists of a broad group of dedicated parents and helpers and through the course of this year we have:

- Provided feedback on school policies and activities;
- Initiated and managed social events for the school community.
- Coordinated fundraising activities and
- Delivered services such as the canteen and uniform shop.

Our social and fundraising efforts in 2019 has covered a broad array of events including

- The parent's ball last month
- The trivia night back in August
- Uniform shop

- Easter Stall
- Mother's Day and Father's Day stalls.
- BBQ and Cake Stalls at the State and Federal Elections earlier in the year.

I want to extend a huge thankyou to everyone involved in planning and running these events and activities, they all rely on significant volunteer input and the events are a massive contributor to the broader school culture and community. I also wanted to extend a thank you to the teachers and staff at the school, from the P&C as their efforts throughout the year are outstanding.

There are a few individual thankyou's to several departing Year 6 parents that have gone above and beyond in their efforts to supporting the school over the years.

Firstly, to a mum who has had three children through the school, and has been a constant source of support to P&C efforts over the past 8+ years. She has been a member of the P&C executive team, been on the organising committee for Trivia nights, School Balls, and past Fetes. A huge thankyou and sad farewell to Alison Pepper.

Secondly to a dad, again with 3 children through the school, and has undertaken almost constant research all year round in search for the most obscure trivia questions and for the most technologically advanced method of delivering them. He has been our tireless Trivia Night, Trivia Master for many years (6 I think). He is also a regular contributor to BBQ's, Fete's, and although not a P&C initiative has been a big help to the school in the Robotics program. Again a huge thankyou and sad farewell to Grant Doherty

So believe it or not, but fundraising efforts this year have raised over \$40,000 in 2019. And I think it's valuable to identify where it as gone:

- \$15,000 was given to the School, to spend in across Stages 1,2&3 on classroom resources
- \$21,456 for four Commboxs (4) in some classrooms
- \$800 was spent on 15x Ukelele's for the music program
- \$4,800 has been approved for window blinds in the support unit
- \$800 was spent on sports singlets
- Sound system in the School Hall

I'm proud to see this all being spent on the school and I look forward to an equally successful year in 2020. So thankyou again to everyone who supported P&C efforts in 2019.

Craig Sutton

President



School background

School vision statement

'The School Community – Working Together for Children'

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

School context

Hamilton South Public School is an inner city school, consisting of 16 mainstream classes and three classes for students with disability. In February 2019 the school's enrolment was 437 students. Approximately 12% of our students (52 families) have a Language Background other than English (LBOTE) and 4.6% (20) have an Aboriginal background.

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

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

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

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



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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

Enhancement of Curriculum

Purpose

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

Improvement Measures

At the completion of Year 2, 90% of students can fluently read and comprehend an age appropriate text at an instructional level.

Increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8%.

100% of teaching and learning programs incorporate Aboriginal and Torres Strait Islander perspectives.

Progress towards achieving improvement measures

Process 1: Programming

Create and implement whole school Key Learning Areas (KLA) programming using common layout and addressing all requirements of the teaching and learning cycle, including assessment and Indigenous perspective.

Evaluation	Funds Expended (Resources)
<p>Common templates have been put in place, used and evaluated. In the evaluation process conducted this year, reflection was made on the connection to NESA requirements. Amendments are being made to reflect this as we work with each term's program. Templates are stored in common areas for stages to ensure easy access.</p> <p>The next step in the process is to develop and implement curriculum monitoring guidelines so they are being trialled throughout 2020.</p>	

Process 2: Data Analysis

Implement a whole school approach to effectively use formative assessment and data to guide student progress.

Evaluation	Funds Expended (Resources)
<p>The implementation of learning sprints has led to the development of effective data analysis. Starting at the executive level, including learning sprint analysis as a part of our regular meeting plans has created a regular platform for data discussion from a whole school level. Whole school data is collected at the start of year across the school using a common assessment platform. This pre data is held until the end of year to measure whole school growth of the boulder focus. Samples of work reflecting A–E scale are then collated so they can be used as a resource for consistency of judgement. Common data from our mid year and end of year reports is also collected and collated for all Learning Areas.</p> <p>Stage teams are using data from both the learning sprint data and common assessments to inform reporting to parents and future direction of learning for students. Google drive is now used by all stage teams to record data.</p> <p>Our next step is to implement processes across the stages that allow consistent use of data in all grades. This data use needs to be both meaningful and relevant. Our first step next year will be having pre and post testing data for all maths modules which can be then used as additional information for consistent teacher judgement across the classes.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$60000.00)• Literacy and Numeracy (\$25178.00)

Process 3: Learning Progressions

Develop an in–depth understanding of the *Literacy and Numeracy Learning Progressions* and embed effective, well established implementation practices.

Evaluation	Funds Expended (Resources)
The Learning Progressions have been trialled in a number of ways over the course of two years. The Learning Progressions are being used as an informative tool to assist staff in determining future development of students. This is on a needs basis and is not a part of a regular routine or school cycle. The progressions have assisted consistent teacher judgement determination. They have also been used to guide individual stages form success criteria and lesson planning for learning sprint development.	



Strategic Direction 2

Enrich Quality Learning

Purpose

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

Improvement Measures

All students can communicate classroom learning intentions and their progress towards achievement.

All teachers use formative assessment and feedback to improve learning.

Progress towards achieving improvement measures

Process 1: Evidence Based Pedagogy

Investigate 'evidence based practice', and implement relevant research into teaching and learning.

Evaluation	Funds Expended (Resources)
<p>The whole school focus for targeted evidence based pedagogy was centered around implementing Learning Sprints, particularly focusing on Literacy development. The schools main focus (the boulder was centred around vocabulary development (Understand and apply knowledge of vocabulary across a range of contexts) which was determined through the analysis of data sources (both internal and external) ranging over three years. The use of a DoE curriculum advisor to help analyse the data assisted determining the direction of whole school need.</p> <p>Relevant stage targets were developed (based on pre testing data and NAPLAN data) and this process became an embedded part of the Learning Sprint development process each term. The allocation of time on timetables was used for all classes and the completion of 20 min Learning Sprint lessons were done by all classes for four lessons, four times a week. The use of stage based tools across the classrooms have been highly beneficial in supporting learning and were visible in all classrooms.</p> <p>Discussions with students regularly showed that students were aware of the learning sprint focus for their grade, what they needed to improve on and the language associated with that learning. Students could not only use visual tools in the classroom but could explain their purpose. There was regular and continued evidence of children applying the foundations of their Learning Sprint focuses to classwork which was shown in student work samples. Common language in relation to the whole school boulder was evident across the school.</p> <p>Feedback from staff survey has shown that they are finding the explicit instruction process of Learning Sprints highly effective with the focus on vocabulary having impact on students. Teachers found that students were able to consolidate their learning on relevant, targeted learning areas of need. Student growth in stage and school targets has shown improvement across all grades. Whole school pre and post test data showed a growth in tiered vocabulary use in 95% of sample work. It was clear that evidence based pedagogy allowed staff to target their teaching on the areas of greatest need for students while allowing differentiation to occur effectively.</p> <p>Our next step in the process is to make Learning Sprints an embedded part of our weekly practice, including looking to see how the focus time can be used across other KLAs. As well as this, we need to maintain reviewing and access up to date practices to help lead continual growth in evidence based practice.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$60000.00)• Literacy and Numeracy (\$25178.00)

Process 2: Evidence Based Systems

Further develop systems to collaboratively embed best practice.

Evaluation	Funds Expended (Resources)
<p>Collaborative practices have been developed across the school. Most evident is the value that collaboration processes and practices are held by the staff as it has become a more consistent part of their practice.</p> <p>The process of implementing Learning Sprints led the way for the development of focused collaborative practice across grade and stage groups. The practices put in place include: the use of allocated time for planning and lesson preparation centred around stage goals, the allocation of time in each stage meeting, the allocation of time in exec meetings for aligning a common picture across the school. Collaboration has targeted lesson development, lesson implementation, evaluation of teaching practice and evaluation of student success.</p> <p>Other collaborative practices have also been further developed throughout the year. Executive staff have supported beginner teachers through visits to classrooms, shared teaching and program development. This occurred on a weekly basis. Additional time and support was given during assessment and reporting time to allow beginning teachers to access additional mentoring through the reporting cycle.</p> <p>Staff who attended professional development have presented at staff meetings to share their learning and, through the PDP process, staff have visited other classrooms for targeted purposes of developing their skills.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$60000.00) • Support for beginning teachers (\$28000.00)



Strategic Direction 3

Build school capacity for continuous growth

Purpose

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

Improvement Measures

All teachers develop authentic performance goals and can provide evidence to demonstrate growth.

All students utilise technology responsibly and as an embedded practice to enhance learning.

Progress towards achieving improvement measures

Process 1: Digital Technology

Build whole school knowledge and understanding of technology practice (including E–Smart) to create responsible digital citizens.

Evaluation	Funds Expended (Resources)
<p>Through a collaborative staff process, our school discipline policy has been reviewed and updated to include E–Safety and Social Media. This included reviewing our start of year notes between home and school in relation to Online Communication Services: Acceptable Usage for Students and the collection process. A streamlined system is now in place for collecting, reviewing, distributing and storing this information. This completes the alignment to our Wellbeing Framework.</p> <p>The introduction of having an Assistant Principal oversee E–Safety in the school has ensured the continued implementation of E Safety programs and strategies. This has ensure extra support for both students and staff when implementing and following up with E–Safety strategies.</p> <p>Following on from systems put in place last year, the E–Safety messages have continued to be in our weekly Noticeboard. E–Safety lessons following our scope and sequence are being taught across K–6.</p>	

Process 2: Performance Development

Provide targeted professional learning to support Performance and Development Plans (PDP) and accreditation.

Evaluation	Funds Expended (Resources)
<p>The staff are familiar with accreditation processes and requirements, including how to access important information about their accreditation dates and picture.</p> <p>Opportunities for NESA approved professional development (PD) are provided both in school and using external training. Part of school practice is to now create an overview descriptor of the learning that has been undertaken by staff. This is usually written by the person running or organising the PD and emailed out to staff who attended the training. This process assists in maintaining the requirements for non accredited hours.</p> <p>As part of the executive monitoring, each semester accreditation of staff is checked to ensure that no one has failed to meet requirements. Stage leaders monitor their own teams for this. Part time and casual staff are also a part of our accreditation processes. Casual staff are invited to attend professional development opportunities at our school with the principal</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$27719.00)

Progress towards achieving improvement measures

sending out emails of notification that it is occurring. Part time staff are part of our executive supervision process and accreditation monitoring for these people is maintained in the same way as full time staff.

Processes around PDP implementation are now well established. They are reviewed at the end of each year to ensure that the school picture for PDP implementation is ready at the commencement of the new year.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$15 178.00) 	Funds combined with other sources to employ of teacher two days a week to target one on one support for students with an Aboriginal background and learning support needs. This has been conducted in the classroom learning environment. Funding was also used to access cultural opportunities offered in our Newcastle Learning Community.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$4 344.00) 	Funding for LAST and classroom teachers to support / help students who access or who have previously accessed EALD. The establishment and implementation of needs based programs will be developed for student progress. CELF 5 screener completed on all Kindergarten students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$25 800.00) 	Students work with LAST teacher (three days a week) on a cyclical basis including accessing the Multilit program. Funding from this area also contributes to the two days of one on one teacher support for Aboriginal students and students with identified learning needs. Learning support team meetings are funded to meet with families twice a year to ensure that parents, teachers and support agencies are all working on common goals. Additional SLSO time is provided to support students in the classroom and on the playground.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$87 080.00) 	<p>Time divided among Assistant Principals (AP)/stages to use from a stage base perspective throughout the year. Each AP allocated 10 days a term with a major focus to be using these days for collaborative work with stage teams targeting our school plan. Time also used for supporting and mentoring staff when additional duties come. Spreadsheet kept to track days used.</p> <p>The allocation of these days have proved vital and highly beneficial for the success of Learning Sprint implementation. Collaboratively embedding best practice was developed across all stage teams as time was provided for whole teams to come together to work on the stage 'sand'. Surveys from staff showed that the additional time was highly valued, especially the time for professional discussion.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 597.00) 	Students work with LAST teacher (three days a week) on a cyclical basis including accessing the Multilit program. Funding from this area also contributes to the two days of one on one teacher support for Aboriginal students and students with identified learning needs. Learning support team meetings are funded to meet with families twice a year to ensure that parents, teachers and support agencies are all working on common goals. Additional SLSO time is provided to support students in the classroom and on the playground.

Support for beginning teachers

Funding Sources:

- Support for beginning teachers (\$28 000.00)

Beginning Teachers were allocated additional time from face to face teaching. This provided opportunity to develop and strengthen practices aligned to the teaching and learning cycle. One on one time with stage supervisors on a regular basis provided opportunity for individualised assistance and support targeted to individual needs. Team teaching also occurred at intervals of time. The modelling of best practices was transferred into classroom teaching.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	233	238	231	226
Girls	192	189	203	210

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	96.4	96.8	96.1
1	94.6	96.5	95.3	95.8
2	94.8	95.7	95.5	95.8
3	95.3	95.7	94.4	95
4	94.7	95.6	94.3	94.1
5	95.8	96.1	94.9	94.8
6	95.4	95.9	94.6	95.1
All Years	95.3	96	95.1	95.2
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)	5
Classroom Teacher(s)	16.48
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	6.22

*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	235,473
Revenue	4,315,245
Appropriation	3,997,004
Sale of Goods and Services	1,813
Grants and contributions	314,136
Investment income	2,193
Other revenue	100
Expenses	-4,183,173
Employee related	-3,720,619
Operating expenses	-462,554
Surplus / deficit for the year	132,072

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	725,527
Equity Total	124,471
Equity - Aboriginal	15,178
Equity - Socio-economic	10,597
Equity - Language	4,344
Equity - Disability	94,352
Base Total	2,816,570
Base - Per Capita	107,281
Base - Location	0
Base - Other	2,709,289
Other Total	219,090
Grand Total	3,885,658

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.

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

Staff Satisfaction

An evaluation of Learning Sprints was conducted with staff at the end of Semester One 2019. This data was then used to inform planning, implementation and professional development in Semester Two.

Overall the feedback was positive. On a scale of 1–5, 85% of staff valued learning sprints as a part of their teaching at the highest two levels. Written responses showed staff felt that learning sprint implementation had an immediate positive impact on student learning growth due to the explicit, targeted teaching it supported. Team collaboration was also identified as one of the strengths and highlighted as something that needed to remain as we moved into the future. Time presented as the biggest challenge for staff. In particular, fitting learning sprints into the daily timetable and sticking to the teaching time allocated to the learning sprint. A majority of staff indicated that they had transferred the principles of learning sprints into other areas of their teaching.

16 members of staff completed the People Matter survey in 2019. The amount of respondents was similar to the previous year. Our comparative results showed positive growth in a range of areas including;

A 7% growth, with a total of 90% of staff feeling engaged with work.

A 9% growth, with a total of 82% of staff feeling they are performing at a high capacity.

In addition to this growth, 100% of respondents felt their manager encourages people to keep improving the work they do and the organisation focuses on improving the work we do. 94% of respondents felt motivated to contribute more than what is normally required at work.

Student Satisfaction

The Tell Them From Me surveys were completed twice during 2019, once in Term 1 and once in Term 3. Students from Year 4–6 completed the student outcomes and school climate survey. We conducted a comparative analysis of the data from the start of the year to the end of the year. Overall there was pleasing growth across a majority of the areas.

- On average across the grades, we had a 10% growth in students who are interested and motivated in their learning.
- On average across the grades, we had an 8% growth in student effort (meaning students felt they were trying hard to succeed in their learning).
- We continue to remain above the NSW Govt Norm with 91% of students feeling they have an environment of positive behaviour at school.

Students feedback was also sought in regards to Learning Sprint implementation in the classroom. Small group and written feedback was provided by students. This centered around how students felt about the process of learning sprint lessons and how the learning sprint developed their understanding of the key learning components. Students were overwhelmingly positive about both the learning sprint lessons and the impact on their learning.

Parent Satisfaction

Our parents completed the Partners in Learning survey as a part of the Tell Them From Me process. There were 147 respondents to the survey that was open for 3 weeks. Notices were sent in the school newsletter and via individual emails encouraging parents to complete the survey.

The overall results showed Hamilton South Public School sitting well above the NSW Govt Norm in all preset areas with the exception of 'Parents supporting learning at home', where we sit (on a 10 point scale) at 5.8 compared to the states 6.3. Historical data over two years shows that 'Parents supporting learning at home' is the only area where we sit below the state norm on an ongoing basis.

Our strongest areas include 'School supports positive behaviour' (8.2), 'Parents feel welcome' (8.0), 'Safety at school' (7.8) and 'School supports learning' (7.5). There were a number of key indicators contained within each area that showed particular strengths of our school. Some of these include; Parents feeling their child is clear about the rules for school behaviour (8.8), Parents believe that their child feels safe at school (8.6) Parents feeling welcome when they visit the school (8.6) and Parents feel teachers expect their child to pay attention in class (8.5). Historical data over 2 years shows this to be a consistent measure with our school sitting above the state norm in all other areas.

School Custom Measures

The school custom measures targeted four key areas that were decided upon by the school.

The first two were multiple choice questions.

- Which of the five 'Keys To Success' is the most important for your child/children to develop? The result for this question showed Resilience as the most identified area for development at 43% followed by Confidence at 33%. Additional note, the teachers survey of the same question had 74% feeling that Resilience was the most important to develop.
- Considering ways to help your child, which workshops would you attend if offered at our school? The results showed that 54% of parents would attend workshops focused on technology as tools for learning. 36% of parents would attend workshops focusing on cyber safety.

The second two school custom measure questions were open ended responses.

The first question asked to identify three areas for future focus at our school. The responses were varied but could be broken into four key areas.

1.Student centered focus.

A number of responses identified the development of student responsibility and community citizenship across the school as well as greater community awareness. Some examples included focusing on our local community like soul cafe and charitable organisations through visits and guest speakers.

Other responses were centered around social activities and games for students to be involved in at playtime. Some examples include group games, gardening and social programs.

There were also a few responses that raised the idea of development opportunities in leadership, resilience and student wellbeing.

2.Communication

There were some common comments made on communication between home and school about events that are happening, especially notes coming home in a timely manner.

Other notes made on communication were based on the P&C providing more communication about meetings for the parents who are unable to attend and sporting teams selection policy.

3.Homework

The comments made about homework were varied with no common data. Some single responses included;

- Reduced amount of homework
- Support for parents to help children with homework, eg a sheet with an example to help parents explain
- A stance on homework that applies to all children
- Consistency regarding expectations between teachers of the same grade.

Additional note

In the multiple choice section of the survey, the question was asked for parents to indicate who wanted more homework and parents who wanted less. The outcome of that question showed our school's collective responses at -2, meaning that overall parents are happy with the amount of homework.

4.Reporting

Again, comments on reporting were varied with very little common data. The only common comment (2 entries) raised that interview times were not long enough.

Some single responses included;

- Clearer and more succinct formal reports
- More detailed reporting in the lower grades
- No written reports as they are a waste of time
- Interviews that are longer than 10 minutes
- Providing better reports that do not use the rating scale (outstanding, high etc)

Two other areas that were identified were the need for air conditioning in classrooms (3 entries) and anti – bullying (3 entries).

The second question asked about strategies used at home to ensure their child is safe in the digital world and where these strategies had been sourced.

Over 50% of responses spoke of restrictions on technology in different forms. Some of the repeated restrictions implemented by many families include;

- No technology in the bedroom
- Technology only allowed in the living areas when parents or adults are in the room
- Time limits are in place eg no technology between 8pm and 8am
- Only apps downloaded by parents can be accessed.
- Parental permission prior to using any form of technology
- Parent filters / firewall filters
- Over 50% of responses also identified direct parent supervision while their child is on a device.
- Other strategies that were identified included;
- Maintaining open communication channels between adult and child
- Clear rules and boundaries for technology
- Regular discussions about safe online practice
- Strategies have been sourced from a range of places which included;
- The school weekly noticeboard Cyber Safety Section
- Attending the 'Cyber Lady' talk held at the school
- Listening to Podcasts including 'Parental as anything with Maggie Dent
- Accessing information from Rachel Downie, an expert in Social Media
- Accessing information from the commissioners E–Safety website (<https://www.esafety.gov.au/>)
- Parenting 101 courses from free family support services
- Communicating and sharing ideas with friends who are parents
- Apple store free workshops



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.

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.

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.