

2020 Annual Report

Hamilton South Public School



3795

Introduction

The Annual Report for 2020 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

2020 has been a year like no other. The year has shown us that we all can adapt and change to never before imagined restrictions and regulations and still have a school year that includes lots of good times. At Hamilton South Public School, all through this year, we have worked hard to maintain our 'usual' activities and programs (as much as we could) and always added in that 'fun' component to support student and staff wellbeing. It was very important to ensure wellbeing was a strong focus throughout the year.

The end of a school year is a time to reflect on the achievements throughout the year. We have seen so much growth and development of students' skills, knowledge and confidence which is a very positive outcome. Congratulations and well done to all students on their achievements throughout the year - the small ones and the big ones.

Our wonderful teachers and staff have supported students in so many ways throughout the year. To see the overnight shift from 'school as usual' to remote learning was massive and the effort and support of the continuation of learning both at home and at school, was amazing. I want to say a huge 'thank you' to all staff for their hard work and commitment to making a difference for our students throughout the year.

Highlights of 2020

There have been many highlights from 2020. Although this year's list is a little shorter than usual years due to many events and programs having to be cancelled due to the restrictions there are many key things to mention.

Resilience

This is a word that is often used, even expected, but sometimes hard to see. This year has shown that our students can be resilient when faced with challenges outside their control. There may have been some ups and downs along the way but since we called 'business as usual' in Week 3, Term 2 students have worked hard and coped well with the many changes and restrictions put on schools throughout the year. Their resilience and commitment in adapting to these changes has been very noticeable and is undoubtedly something that all of our students and staff will remember for years to come.

Music

The three bands kept playing and the choir kept singing at every opportunity they had. It was wonderful to hear the bands play at the stage presentation days and our Year 6 students were able to perform at their graduation ceremony. The choir and RockCon also had their time to shine on the big screen.

The school's partnership with the University of Newcastle's music Conservatorium has seen our music programs grow and develop over the past three years. Our amazing music teachers and tutors are such an asset in developing and enhancing students' music and performance skills and our music programs.

Sport

Our school sporting programs were certainly put on hold this year. We did maintain our school's weekly sport and fitness programs and we held all three carnivals - swimming, cross country and athletics. Although the format changed somewhat, the staff were very keen to ensure these carnivals were held. It was wonderful that all students were able to participate and compete in a range of sporting events. At school a number of programs were undertaken with funds provided by the Sport in School Program. These sports were gymnastics, basketball and bowls.

Robotics

In a 'normal' year our robotics students would have competed in the Junior RoboCup competition. Results from previous competitions have been extremely strong and it had been disappointing not to be able to participate. However there was always ZOOM! Our students had the opportunity to participate and compete in the 2020 RoboCup Virtual Competition. The winners were announced with our girls' team came 3rd in the State Finals in the *On Stage* section. What an achievement! The weekly robotics program continued throughout the year, and at lunch times, as students prepared for the competition.

Electrical Upgrade and Installation of Air conditioners

It is hard to believe HSPS has 'double the power it had this time last year'. Students in eight of our classes will be returning from the summer holidays into air conditioned classrooms. This work has been a long time to coming to fruition and was a direct result from a successful minor works program from the Department of Education.

Thank You

2020, as we know, hasn't been a year for 'get togethers' at Hamilton South PS we are really good at coming together and is it an important part of what makes our school community so great. We have missed them! I feel sure 2021 will see the return of more community involvement in the school and at our key events.

I want to say 'thank you' to our parent, teachers and school community for your support, your involvement in our school, your hard work, your ideas, your friendship and the many times we had a chat.

I am going to miss Hamilton South and its wonderful community, and I want to say a huge 'thank you' for having me as your principal.

Sue Estens

Principal



Farewell assembly for Mrs Estens

School vision

'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 April 2020 the school's enrolment was 423 students. Approximately 12% of our students (52 families) have a Language Background other than English (LBOTE) and 3.5% (15) 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 are active participants in our range of programs.

Hamilton South Public School has dedicated, highly effective teachers who strive to provide a range of quality learning opportunities for all students. We have a range of experience 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 various creative arts programs including a training band, concert band, string group and Star Struck. We offer extra curricular activities including sporting opportunities, robotics programs, debating and public speaking. Our student wellbeing programs are well developed and an integral part of student support and growth.

The parents and community are supportive and enthusiastic contributors to our thriving school. They value 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 our school. Hamilton South Public School enjoys strong ties with Newcastle University and works closely with the schools in the Newcastle Learning Community to facilitate opportunities for students.



Year 6 2020

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>

Self-assessment using the School Excellence Framework

Elements	2020 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.

School Target: Increase the proportion of students in the top two NAPLAN bands for:

- numeracy from 60.3% (baseline 2018) to 68.5% or above in 2022.
- Reading from 63.3% (baseline 2018) to 71.5% or above in 2022.

All Aboriginal students will show individualised growth in reading and number.

School Target: Increase % of students attending school 90% or more of the time from 85.5% (baseline 2018) to 90.8% or above in 2022.

School Target: Increase the proportion of students reporting positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 83.2% (baseline 2018) to 87.9% or above in 2022.

School Target: Increase the percent of students achieving expected growth for

- numeracy from 75.8% (baseline 2018) to 79.8% or above in 2022
- reading from 65.2% (baseline 2018) to 71.8% or above in 2022.

Overall summary of progress

- Due to a COVID year, NAPLAN testing was not conducted and therefore these targets cannot be reported on.
- Student attendance for 2020 showed 89.1% of students attending $\geq 90\%$ of the time. This has increased from 82.7% in 2019 and is on track for meeting our 2022 target.
- Internal data from reading and number showed that 100% of Aboriginal students attained individualised growth.
- Positive wellbeing is a target for growth in our 2021-2024 School Improvement Plan.

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 perspectives.

Evaluation	Funds Expended (Resources)
<p>Consistent processes for programming are being used across the school. Teacher survey shows 79% of staff have a high to a very high level of confidence working with common templates, having an understanding of meeting NESA curriculum programming requirements. Four staff members were new to our school in 2020 and confidently integrated the programming structure into their planning.</p> <p>Teachers identified programming access on Google Drive, common programming across grades and stages through collaboration and increased consistency as major strengths of the overall implementation of programming from the planning cycle. Curriculum monitoring has assisted consistency though some amendments need to be made in 2021. There are some inconsistencies around the amount of documentation that is needed within each program and the storage process.</p>	

Progress towards achieving improvement measures

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>Analysis of the <i>School Excellence Framework</i> has shown progression from Delivering to Sustaining and Growing. The use of data has developed into a more established practice for teachers.</p> <p>While the data has shown teachers feel more confident in using data to inform practice, written responses show a majority of staff find using data in their teaching challenging. This is especially around gathering relevant data, effective time use and determining where to next. It is recognised that progress has been made however continued focus in all areas of data is needed.</p>	

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)
<p>Use of Learning Progressions supported the development of Learning Sprints across the school. Consistent teacher judgment for assessment and reporting was also supported by the use of Learning Progressions where relevant.</p> <p>Based on the Department of Education's future directions, it is recognised that additional in-depth work with the <i>Learning Progressions</i> (and the ALAN platform in general), is needed. Staff development with using the platform effectively and working effectively and efficiently with 'slices' of the progressions based on school need is where we will focus our attention in the 2021-2024 School Improvement Plan.</p>	



Sports Carnival

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 goals and their progress towards achievement.

All teachers are using collaborative methods within their teams to develop and enhancing teaching and 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>Completion of the <i>What Works Best- In Practice</i> CESE modules was highly effective in reviewing where teacher's confidence levels were with key components of evidence-based practice. All teachers were provided with professional learning times including stage team working days and staff meetings to work through the modules.</p> <p>100% of teachers surveyed felt that they had a strong to very strong understanding of the <i>What Works Best</i> components of Explicit Teaching and were implementing it into their classroom practice. This was supported by student responses in the <i>Tell Them From Me</i> survey, with a strong level of agreement with the statement 'teachers set clear goals for learning, establish expectations, check for understanding and provide feedback'. Teacher responses in <i>Tell Them From Me</i> indicated that they felt confident discussing learning goals for lessons.</p> <p>71% of teachers surveyed felt that they had a strong understanding around high expectations in the classroom and the impact that has on student achievement. <i>Tell Them From Me</i> responses from staff showed that 88% of staff set high expectations for students in the classroom. This is consistent with student responses from the <i>Tell Them From Me</i> where expectations for success have remained high from 2019 - 2020.</p> <p>64% of teachers identified the provision of effective feedback to students about their learning as an area where further support was needed, with 50% indicating this was the one area that they needed the most development in. From the <i>Tell Them From Me</i>, teachers reported a high level of confidence with giving students regular written feedback however indications from open responses show staff have a low level of confidence using diverse and time effective feedback practices that have an impact on student growth and achievement.</p> <p>29% of teachers indicated that ongoing support in the use of data to inform practice would be beneficial. 14% of staff identified data as the one key area they needed the most development in. <i>Tell Them From Me</i> data shows whilst teachers were confident using data to plan future lessons and identify students needing additional support, they felt consistent teacher judgment needed to be used more effectively when comparing work samples and determining challenging work goals.</p> <p>Teacher open ended comments identified the need to focus on Feedback and use of data as target areas for future professional development.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$15000.00)

Process 2: Evidence Based Systems

Further develop systems to collaboratively embed best practice.

Evaluation	Funds Expended (Resources)
<p>Coming to the end of the three year cycle, staff reported using a range of collaborative practices including 93% engaging with grade/stage programming, 82% engaging with collaborative processes to support consistent teacher judgement and 75% engaging with learning sprint collaboration of both planning and implementation.</p> <p>From this data it was identified that Learning Support staff and Release from Face to Face staff were finding it challenging to engage with collaborative practices on a consistent basis. This was especially evident with Learning Sprints. 93% of staff reported high to very high value of collaborative practices in our school.</p> <p>Evidence shows a larger number of teachers working together for lesson planning, lesson implementation, evaluation and marking. Stage teams working together for specific purposes around identified need (learning sprint targets and data) has increased with work and planning saved in common areas.</p> <p>Future areas for collaborative practice identified by staff included more opportunities for team teaching and having allocated time for collaborative programming, assessing and data analysis.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$40000.00)



Stage 3 Awards and Year 6 Graduation

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>Embedding Esafety into our Wellbeing Framework has underpinned the development of E-Safety practices at HSPS. The development of school procedures for technology access, technology procedures (including student phone collection processes) and a scope and sequence for teaching has all been effectively implemented (75% of staff feeling these areas have been well developed).</p> <p>Future direction for developing responsible digital citizens was identified as needing to be centred around additional education for parents.</p>	

Process 2: Performance Development

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

Evaluation	Funds Expended (Resources)
<p>Staff have a full understanding of accreditation processes and monitoring. All staff are using effective practices of ongoing maintenance of accreditation so that it is an accumulative process. This includes overview statements of professional learning being written by staff conducting professional learning and sharing with participants to help registration.</p> <p>Early carer teachers are supported by Assistant Principals with their development of accreditation. This is especially supported through the PDP process. Two teachers members have gained their proficiency and two are currently working towards proficiency.</p>	



2021 Leaders Pledge

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$16 517.00) 	Funds combined with socio-economic background to employ Learning and Support Teachers (LAST) for two days a week. This is used to target one on one learning support for students with an Aboriginal background. Support has focused on individual learning goals for students in the classroom learning environment.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$2 093.00) 	Funding used for LAST and classroom teachers to support students who access or who have previously accessed support from English as an Additional Language Dialect (EALD) teachers. 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 (\$32 411.00) 	<p>Students work with LAST teacher (three days a week) on a cyclical basis, including accessing the Multilit program. 100% of students have shown individualised growth in 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.</p> <p>Our Learning Support Team meetings are funded to meet with families twice a year. This provides opportunities for parents, teachers, support staff and external agencies to meet and determine common goals for students to work towards. We have over 90% of families access these meetings.</p> <p>Additional Student Learning Support Officer (SLSO) time is provided to support students in the classroom and on the playground.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$87 398.00) 	<p>QTSS funding is used by dividing the funds among stage teams to use from a stage needs based on whole school focus areas. The major focuses were providing collaboration days targetting Learning Sprint analysis and development as well as grade planning. Time was also given to providing additional support and mentoring of staff based on need.</p> <p>The use of these days was beneficial to staff with 93% valuing collaborative practice at a high or very high level. The allocation of time was vital for the success of Learning Sprint implementation and analysis across the school. Common language and common focus of needs-based learning (determined from grade data) was evident across 100% of classrooms.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$11 540.00) 	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

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$11 540.00) 	<p>agencies are all working on common goals. Additional SLSO time is provided to support students in the classroom and on the playground.</p>
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Star Struck fun despite COVID

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	238	231	226	224
Girls	189	203	210	197

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.4	96.8	96.1	97.1
1	96.5	95.3	95.8	96.5
2	95.7	95.5	95.8	95.6
3	95.7	94.4	95	96.8
4	95.6	94.3	94.1	95.8
5	96.1	94.9	94.8	96.3
6	95.9	94.6	95.1	95.7
All Years	96	95.1	95.2	96.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Movie Day 2020

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.42
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



K-2 Athletics Day

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	367,545
Revenue	4,167,742
Appropriation	3,999,795
Sale of Goods and Services	2,411
Grants and contributions	164,777
Investment income	760
Expenses	-4,184,548
Employee related	-3,774,977
Operating expenses	-409,571
Surplus / deficit for the year	-16,806
Closing Balance	350,739

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.



Sports Carnival

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	122,585
Equity Total	128,191
Equity - Aboriginal	16,517
Equity - Socio-economic	11,540
Equity - Language	2,093
Equity - Disability	98,042
Base Total	3,368,771
Base - Per Capita	109,617
Base - Location	0
Base - Other	3,259,154
Other Total	194,636
Grand Total	3,814,183

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.



Debating via Zoom

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Hamilton South Public School elected to have Years 3 and 5 students complete the Check In Assessment that was prepared by the Department of Education. The reading and maths results for both grades were strong.

In reading, our average Year 5 mark was 73.2%, 12.5% above the state average mark of 60.7%. These results showed 64.6% of students sitting in the top two bands. This is 28% higher than the state average of 36.6% of students in the top two bands. Our average Year 3 mark in reading was 70%, 11.4% higher than the state average of 58.6%. For our top two bands, our school had 76.6% of students compared to the state's 51.4%. For both grades, there were no students in the bottom band.

In numeracy, the average Year 5 mark was 75.4% compared to the state's 60%. 64.1% of students sat in the top two bands, 14.7% higher than the state's average score of 49.4%. Additionally there were no students in the bottom two bands. Our numeracy results for Year 3 had an average mark of 78.3% compared to the state's 62.8%. 91.5% of students sat in the top two bands, 39.7% higher than the state average score of 51.8%.



Year 6 Band students perform at Graduation.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me (TTFM) - Student Survey Analysis 2020

172 students completed the survey in Term 3 of 2020. Due to COVID, the Term 1 survey was not conducted.

Collective results showed strong results in a majority of student engagement areas. 92% of students value learning outcomes, felt students had positive behaviour at school and received quality instruction in their learning. 87% of students felt they had positive relationships and tried hard to succeed in their learning.

In the school focus questions, students identified a number of things that they felt were important in the classroom. Over 150 students identified their class teacher understanding and caring for them, working in a quiet, focused environment, clear rules and expectations and how your teacher teaches new things as the most important things.

When asked the one thing they found most challenging at school, 67 students identified completing tasks they don't enjoy as the most challenging thing. After that, fitting in, English and Maths were other areas identified by between 23-33 students.

Additionally, students were asked what made them feel most valued at school. The most common responses were teachers and friends.

Tell Them From Me (TTFM) - Parent Survey Analysis 2020

106 families completed the survey which consists of a range of multiple-choice questions written by an independent body. These pre-set questions are broken into sub-sections that are then reported on. These subsections are;

- Parents feel welcome
- Inclusive school
- Safety at school
- School supports positive behaviour
- School supports learning
- Parents support learning at home
- Parents are informed

The overall results showed Hamilton South Public School sitting above the NSW Govt Norm in a majority of preset areas. Our lowest is 'Parents supporting learning at home', where we sit (on a 10 point scale) at 6.1 compared to the states 6.3. Historical data over three 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' (7.7), 'Parents feel welcome' (7.5) and 'Safety at school' (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 (8.5), Parents believe that their child feels safe at school (8.6) and Parents feel teachers expect their child to pay attention in class (8.2).

There has been a .5 decline in the area of 'Inclusive School', with all markers (with the exception of teachers helping students who need extra support) sitting in the 6 scale range. The lowest marker was "School staff create opportunities for students who are learning at a slower pace. (6.6). There was also a 0.7 drop against the individual indicator 'Teachers devote their time to extra curricular activities' (6.8).

This year, NSW DoE custom measures including 'Support for mathematics learning at home'. 56% of parents agreed that the school provides enough home learning resources. 22% neither agree nor disagree. 81% of families felt they could help their child with math homework. 11% neither agree nor disagree. The NSW DoE also included 'Recommend school'. 85% agreed that they would recommend Hamilton South Public School to other parents. 7% disagreed.

It is noted that there has been an overall decline in areas connected to parental involvement, especially being on school grounds (eg feeling welcome when visiting and activities being scheduled when parents can attend). With the COVID limitations placed on schools, this decline is to be expected.

School Level Custom Measures

What are the strengths of Hamilton South Public School?

78 parents responded to the open-ended component of the TTFM survey. School strengths identified were:

54 (74 %) made comments on the teachers and/or leadership of the school. Some statements included were quality teachers with high expectations, lots of dedicated teachers and professional staff, passionate teachers who care and

teachers who are enthusiastic and motivated.

Additional common mentions included:

- 37% of respondents commented on the community, including a strong sense of community and a welcoming community.
- 26% of respondents identified extracurricular activities.
- 21 % of respondents commented on learning opportunities, high expectations, and high standards.

Resourcing, communication, location, size of the school, playground facilities, values and culture, inclusivity, happy environment, the students, and reputation were also mentioned on more than five occasions.

What are the areas for improvement?

68 of the 106 families responded to this open question. Three people indicated there was nothing they could think of (or similar to).

Some common themes raised were:

- 15% of respondents made comments in regards to communication in varying forms. These included parent/teacher communication (with longer interview times), communication between home and school for if a child is not present at school, and using technology more (including Facebook) for communication.
- 8% of respondents raised different aspects of the canteen as an area to improve by being open five days.
- 8% of respondents identified air conditioning in classrooms as an area for improvement.

Tell Them From Me - Teacher Survey Analysis 2020

School Level Custom Measures

In what ways do you build relationships with the students in your care?

- Talking with students to get to know them / one on one interactions - 50 % of staff
- Get to know students personal interests - 64%
- Use of humour - 23%
- Setting high expectations and encouraging students to reach them - 23%
- Communicating with families/ talking to parents - 18%
- Through providing feedback - 18%
- Celebrating success - 18%

What three things would you change at our school?

- More collaborative working time - 38%
- Learning spaces (flexible, better staff working space etc) - 29%
- Drop and go to continue after COVID - 19%
- Whole school behaviour program - 14%

Input on the Stepping Stones (SS) maths program.

96% of staff feel that the SS program allows for grade assessment consistency and reduces programming time.

70% or more of staff supported the strength of the SS programming aiding effective maths lesson planning, data information being effective to guide teaching, and that the program supports basic maths learners.

13% of staff identified the SS program as catering for different ways children learn while only 22% feel that the program extends high maths learners and provides effective problem-solving activities.

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.



Year 6 'Canberra Replacement Week' cooking elective