School context

Hamilton South Public School is an inner city school in Newcastle, consisting of 16 mainstream classes and 3 classes for students with disability. In March 2014 the school's enrolment was 409 students. Approximately 3% of our students (13) have a LBOTE (Language background other than English) and 3% (13) an Aboriginal background.

Parent support is substantial, and along with teacher commitment and enthusiasm, gives our students many opportunities to experience a diverse range of experiences.

The school provides extensive opportunities in the areas of sport, public speaking, debating and excursions. Performance opportunities in music, band, choir, dance and robotics are encouraged and are highly regarded in the community. The use of technology is extensive across the school and is ever changing to meet the needs of students.

Staff are committed to improving student outcomes to meet the varying needs of students. A differentiated curriculum supports students who are gifted and talented, students who require extension and students with learning difficulties.

Principal’s message

Highlights from 2014 were:

Friends Day - A wonderful day for students to showcase their creative and performing skills to a very appreciate audience. Parents, grandparents, grandfriends and friends were in attendance, many travelling long distances to come. Friends Day has become a very important event on the school and community calendar.

Art Show

A hugely successful event that all students participated in and each class created a class art work. These were sold at Friends Day, raising $7,000 which has been put towards installing wireless cabling throughout the school.

A Fete To Remember

The fete was absolutely amazing and showed the incredible team work from the students, staff, parents, carers, extended family members and community organisations. The attention to detail and organisation was wonderful which resulted in the fete being an outstanding success.

Our NAPLAN results across all aspects in Literacy and Numeracy were strong. The number of students in the top two bands of both literacy and numeracy NAPLAN is significant.

We had many achievements in the sporting field. Around 100 students participated in a school sporting team, a PSSA sport team, and/or competed at regional, state and national competitions.
Our school band had a very successful and busy year – performing at a number of community events and band competitions. The band participated in BandLink and the Christmas Winds Competition. The band’s successes this year were highlighted by their performances and results at Bandfest. Thank you to Susan Philippa for her skill in encouraging and supporting students to set the bar high in developing their music and performance skills.

The school choir, like the band, has performed at a number of school and community events. Under our very committed and enthusiastic choir director, Mrs Melissa Moore, the students’ singing skills go from strength to strength.

Our student leadership program has really developed this year. Our leaders have been meeting each week and roles and responsibilities have been developed. We have designed a successful leadership program for our Year 5 students.

The canteen, and the promotion of healthy eating, has gone from strength to strength. Thank you to the canteen committee, the canteen helpers and Mary Alford our canteen supervisor.

Our school grounds have been further enhanced during the year. We were fortunate to be given five rolls of artificial turf which has been professionally laid and is now used by all students, particularly those students in K-2 as a multipurpose soccer playing field.

A significant highlight is the amazing involvement and support of the school community. On any one day there are always parents, grandparents and support people at Hamilton South assisting in some way to support students’ learning and the school’s programs.

What really makes Hamilton South Public School so special and successful is what happens each day and what is achieved on a daily basis.

I would like to acknowledge the significant and dedicated commitment of our school leadership team, our teachers and our support staff, as they provide a relevant and aspirational education for our students.

I would like to sincerely thank the P&C, led by President Libby Manning, for their invaluable help and assistance throughout the year. The outstanding support of parents and the school community has ensured improved outcomes for our students.

I believe Hamilton South Public School is about:
- team work;
- working together to make a difference for students at our school;
- partnerships – school – home – community; and
- identifying areas for improvement and working together to make changes.

Sue Estens Principal

P&C Message

As the President of the Hamilton South Public School Parents and Citizens’ Association I’m not so new to the school now, but every year I think, what a GREAT school.

Never has that been as evident as on the day of our school fete, A Fete to Remember. The school grounds were flooded with people, and in the words of my father-in-law, the community was just having good old-fashioned fun.
Thanks to our generous sponsors, the Fete Committee, the stallholders, volunteers, students, staff and patrons, on the day we made an astonishing $30,000, which will go towards supplying and installing window blinds in our classrooms, and artificial turf in the primary playground. It was a community and financial success!

One major function of the P&C is as a fundraising body for the school and over the past year we have raised over $45,000. Our fundraising calendar has been chockablock this year, first of all with the Trivia Night at South's. Not only was it awesome fun, a challenge for some, but we also raised over $2000. It was so successful it will now be a yearly event!

There has been Easter, Mother's and Father's Day stalls, Welcome to School and Winter Solstice breakfasts, BBQs, Entertainment Book fundraiser, Election Day BBQ ... and the list goes on.

The P&C has invested almost $14,000 in the new sports shed, $17,000 on laying artificial turf in the K-2 area, and over $2,000 on a new oven and range hood in the canteen.

We have started developing a strategic plan. This planning includes how our money shall be spent in the future, our purpose and objectives for both the P&C and its subcommittees. Future planning, including money spent, is entirely based on parent surveys and input at meetings. So if you want your say, please come along to meetings and complete the online surveys.

Our P&C oversees running of the Canteen, the Uniform Shop, the Grounds Committee, The Friends of Hamilton South, Fundraising Committee, Band Committee and Fete Committee.

Our Canteen has received praise from Hunter New England Health on many occasions and is now red food item free! Well-done Mary Alford, canteen volunteers and the Canteen Committee!

Our Uniform Shop closed its doors at the end of 2014. In 2015 the school uniform can be purchased from Lowes at its Newcastle Store. I would like to extend a special thank you to Danielle Gibson and Anna Rayward who have served in the uniform shop for six years. Without their continued service, ongoing provision of uniforms would not have been possible.

There are several major contributors to the P&C who left this year that I would like to say farewell and thank you to:

Kylie Bennetts has been involved with the P&C for eight years, and was president for six years. Her highlights include three Fetes, too many BBQs to mention, and being part of the Brighter Futures team that managed the funding and building of the Sensory Playground equipment. She worked with Ms Jo Potts on the project proposal development for BER - a once in a generation opportunity for the school. Another highlight was participating in the selection committee for our current Principal, Mrs Sue Estens.

Also a huge thank you to Tracey Siltman and Glenn Stewart who, as a fundraising team as part of Friends of Hamilton South and the Fundraising Subcommittee, have
between them raised over $100,000 for the school in nine years! The Friends of Hamilton South started out as the Ladies' Auxiliary. Everything for the stalls was handmade by a group of ladies on Thursday mornings, over morning tea and a chat. How things have changed! Mr Stewart has bought and cooked over 1.2 tonnes or 16,000 sausages over that time.

Sadly we have lost all these irreplaceable people. We need to replace them though, so any willing volunteers out there come along to meetings, get involved with our activities, volunteer in the canteen, and at BBQs. Just remember this is not just the children's school it is 'our' school.

On behalf of the P&C I would like to say farewell to the teachers and support staff who have retired: Mrs Sue Smith, Mrs Lyn Sparrow, Mrs Filio Cox and Mrs Maria Nicolas.

I would like to thank my Executive Committee and Subcommittee leaders without whom the P&C would not be able to function:

- Alison Pepper, Vice President
- Fiona Olds, Vice President
- Robyn Theacos, Secretary
- Bec Bishop, Treasurer
- Kristen Klimpsch, Grounds Committee
- Sarah Breusch, Canteen Committee
- Anna Rayward and Carly Wiggins, Uniform Shop
- Kylie Bennetts, Band Committee
- Susan Philippa, Band Director
- The Fete Committee

I would like to extend a special thank you to the teachers and our Principal, Mrs Sue Estens, for their involvement during the past year. It has been a particularly busy year, and I can't promise that in 2015 you'll get much of a rest either!

Libby Manning P&C President

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**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>206</td>
<td>201</td>
<td>200</td>
<td>194</td>
<td>209</td>
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<td>217</td>
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<tr>
<td>Female</td>
<td>162</td>
<td>161</td>
<td>177</td>
<td>183</td>
<td>181</td>
<td>193</td>
<td>192</td>
</tr>
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</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.9</td>
<td>95.5</td>
<td>94.8</td>
<td>95.7</td>
<td>96.1</td>
<td>96.0</td>
</tr>
<tr>
<td>1</td>
<td>97.8</td>
<td>95.6</td>
<td>95.6</td>
<td>95.1</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.5</td>
<td>95.4</td>
<td>95.4</td>
<td>96.0</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.1</td>
<td>95.3</td>
<td>95.0</td>
<td>95.6</td>
<td>95.7</td>
<td></td>
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<tr>
<td>4</td>
<td>96.6</td>
<td>94.2</td>
<td>95.1</td>
<td>94.4</td>
<td>96.5</td>
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<tr>
<td>5</td>
<td>95.2</td>
<td>96.1</td>
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<td>94.1</td>
<td>95.6</td>
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<tr>
<td>6</td>
<td>96.4</td>
<td>95.4</td>
<td>95.2</td>
<td>94.4</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.2</td>
<td>94.9</td>
<td>95.2</td>
<td>95.6</td>
<td>95.7</td>
<td></td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Class teachers monitor student attendance. Follow up calls are used to ascertain the reasons for absences. The Home School Liaison Officer (HSLO) is in contact with the school to provide support to students and their parents.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher Severe Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Community Languages</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Student Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>5.422</td>
</tr>
<tr>
<td>Total</td>
<td>28.946</td>
</tr>
</tbody>
</table>

In addition to the permanent and temporary staff, six School Learning Support Officers were employed to support students with special needs in mainstream classes.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently we have no Aboriginal staff employed at the school. We do involve parent and carers in the development of personalized learning and support plans.

Workforce retention

Four staff members retired in 2014. We thank Mrs Sue Smith, Mrs Lynne Sparrow, Mrs Filio Cox and Mrs Maria Nicholas for their outstanding contribution to Hamilton South Public School over many years of dedicated service.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

During the year staff undertook a number of professional learning activities that supported school targets and focus areas.

In addition to DEC compliance training activities have included:

- Your school and the K-10 Mathematics Syllabus for the Australian Curriculum;
- ConnectEd – A professional Learning Conference;
- Online training - Understanding and Managing Behaviour;
- Learning and Support Network Meetings - LAST;
- Kindergarten Best Start Assessment Training;
- Planning Literacy and Numeracy Stage 1;
- Proficient Teacher Accreditation Information for Principals and Supervisors;
- Primary Executive Network Meetings;
- Professional Leaders Conference;
- Consistent Teacher Judgment training - to improve students’ writing skills;
- Core Financial Literacy;
- Disability Standards and National Consistent Collection of Data;
- School Administrative Manager and School Administrative Officers Conference;
- School Learning Support Officers Professional Learning Days;
- Two new scheme teachers maintained accreditation at Proficient; and
- Three new scheme teachers are working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>197078.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>275290.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>194674.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>236284.88</td>
</tr>
<tr>
<td>Interest</td>
<td>6358.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>91899.66</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1001585.35</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 47385.58   |
| Excursions                | 53519.36   |
| Extracurricular dissections| 96004.85   |
| Library                   | 9775.89    |
| Training & development    | 15292.05   |
| Tied funds                | 204578.95  |
| Casual relief teachers    | 87980.18   |
| Administration & office   | 86803.68   |
| School-operated canteen   | 0.00       |
| Utilities                 | 44614.98   |
| Maintenance               | 49350.32   |
| Trust accounts            | 81097.90   |
| Capital programs          | 34918.18   |
| **Total expenditure**     | 811321.92  |
| **Balance carried forward**| 190263.43  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3

- 54 students sat NAPLAN.
- The school mean was significantly above the State and Region mean in NAPLAN (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy).

- 63% of Year 3 students in Reading were in the Top Two Bands (5&6) (State 49%).
- 60% of Year 3 students in Writing were in the Top Two Bands (5&6) (State 47.8%).
- 56.6% of Year 3 students in the Top Two Bands (5&6) Spelling (State 50.8%).
- 58.5% of Year 3 students in Grammar & Punctuation in the Top Two Bands (5&6) (State 54.5%).
Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>19.1</td>
<td>28.4</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.0</td>
<td>2.0</td>
<td>9.3</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.9</td>
<td>3.6</td>
<td>12.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>8.3</td>
<td>21.3</td>
</tr>
</tbody>
</table>

Average score, 2014

- School: 466.0
- SSG: 458.1
- State DEC: 416.3

Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>1.9</td>
<td>18.9</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>0.0</td>
<td>2.0</td>
<td>9.3</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.9</td>
<td>3.6</td>
<td>12.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>8.3</td>
<td>21.3</td>
</tr>
</tbody>
</table>

Average score, 2014

- School: 428.8
- SSG: 430.6
- State DEC: 401.5

Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>1.9</td>
<td>18.9</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.0</td>
<td>2.0</td>
<td>9.3</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.9</td>
<td>3.6</td>
<td>12.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>8.3</td>
<td>21.3</td>
</tr>
</tbody>
</table>

Average score, 2014

- School: 439.1
- SSG: 455.6
- State DEC: 418.8
NAPLAN Year 3 - Numeracy

- The school mean was significantly above the State and Region mean in all aspects of NAPLAN Numeracy (Data, Measurement, Space & Geometry, Numbers, Patterns and Algebra).

- 59.3% of Year 3 students in Numeracy were in the Top Two Bands (5&6) (State 42.4%).

NAPLAN Year 3 Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>474.1</td>
<td>475.0</td>
<td>427.1</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5

- 47 students sat NAPLAN.

- The school mean was significantly above the State and Region mean in all aspects of NAPLAN (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy).

- 50% of Year 5 students in Reading were in the Top Two Bands (7&8) (State 35.2%).

- 28.2% of Year 5 students in Writing were in the Top Two Bands (7&8) (State 17.6%).

- 50% of Year 5 students in Spelling were in the Top Two Bands (7&8) (State 42.8%).

- 56.5% of Year 5 students in Grammar & Punctuation were in the Top Two Bands (7&8) (State 44.5%).

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>440.4</td>
<td>437.6</td>
<td>401.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Number in Bands 0 5 6 11 13 19</td>
</tr>
<tr>
<td>Percentage in Bands 0.0 9.3 11.1 20.4 24.1 35.2</td>
</tr>
<tr>
<td>School Average 2010-2014 0.4 6.9 14.3 23.7 25.7 29.0</td>
</tr>
<tr>
<td>SSG % in Bands 2014 1.1 4.7 13.6 22.0 31.2 27.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2014 4.1 12.6 20.7 23.2 23.0 16.4</td>
</tr>
</tbody>
</table>
### Year 5 NAPLAN Reading

**Average score, 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>545.2</td>
<td>535.3</td>
<td>497.3</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>12</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>2.5</td>
<td>5.9</td>
<td>16.7</td>
<td>21.8</td>
<td>22.2</td>
<td>31.0</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.8</td>
<td>5.9</td>
<td>16.3</td>
<td>27.1</td>
<td>22.8</td>
<td>26.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.8</td>
<td>14.3</td>
<td>22.1</td>
<td>24.7</td>
<td>16.7</td>
<td>15.4</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Writing

**Average score, 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>496.0</td>
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<td>478.4</td>
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#### Skill Band Distribution

<table>
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<tr>
<td>SSG % in Bands 2014</td>
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<td>13.7</td>
<td>23.8</td>
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### Year 5 NAPLAN Spelling

**Average score, 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
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<td>497.3</td>
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#### Skill Band Distribution

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<tr>
<td>School Average 2010-2014</td>
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<td>32.6</td>
<td>13.0</td>
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<tr>
<td>SSG % in Bands 2014</td>
<td>1.6</td>
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<td>21.1</td>
<td>34.0</td>
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<tr>
<td>State DEC % in Bands 2014</td>
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<td>31.6</td>
<td>34.2</td>
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### Year 5 NAPLAN Reading

#### Percentage in bands: Year 5 Reading

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

### Year 5 NAPLAN Writing

#### Percentage in bands: Year 5 Writing

- Percentage in Bands
- School Average 2011-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

### Year 5 NAPLAN Spelling

#### Percentage in bands: Year 5 Spelling

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014
NAPLAN Year 5 - Numeracy

- 40.2% of Year 5 students in Numeracy were in the Top Two Bands (7&8) (State 28.5%).

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
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Skill Band Distribution

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<tr>
<td>Percentage in Bands</td>
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<tr>
<td>School Average 2010-2014</td>
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<td>13.8</td>
<td>23.0</td>
<td>23.9</td>
<td>31.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.3</td>
<td>5.7</td>
<td>13.8</td>
<td>19.2</td>
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<td>12.5</td>
<td>18.4</td>
<td>20.8</td>
<td>20.2</td>
<td>21.0</td>
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Average progress in Reading between Year 3 and 5*

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Average progress in Writing between Year 3 and 5*

<table>
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<th>2011-2013</th>
<th>2012-2014</th>
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<tbody>
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<td>School</td>
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<tr>
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<td>53.2</td>
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<tr>
<td>State DEC</td>
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</table>
Other achievements

Friends Day

It was wonderful to see so many ‘friends’ at Hamilton South PS for Friends Day. Our visitors thoroughly enjoyed seeing the students perform their items with such pride and enthusiasm. Amazing individual art was displayed in classrooms along with the fabulous class art works that were on display in the hall. Students were very proud of their classrooms and the hard work, effort, and enthusiasm from the staff was also very evident.

The obvious excitement from the students as they performed their items to such an appreciative audience was wonderful to see. The singing, dancing, varied musical items, the band and choir performances, along with the drama item, demonstrated the creative arts magnificently. Having grandparents and grandfriends at school was a significant contributor to the day’s success. It was wonderful to see so many parents and families here and friends of the students.

The canteen did an amazing job of catering for everyone throughout the day. The book fair was another success with many books being chosen by students and their families to be donated to the school library.

Art Show

Friends Day included an art show. 2014 has had a particular focus on the visual arts. The results of this were reflected on the
walls of all classrooms across the school. The students and staff had worked hard to produce many different artworks and these were beautifully displayed in classrooms. The students were very proud with what they produced and were very keen to show it to their visitors. Visitors had the opportunity to buy two pieces of individual student art at a cost of $5 per painting. There was great interest in the individual artworks and they sold quickly.

**Art Show - Silent Auction**

There was great interest in the class art which was displayed in the hall. It looked wonderful and the students and teachers were proud of their art work. Bidding was brisk throughout the day and in the final minutes quite 'hectic'. Thank you to the families who supported the art auction by purchasing an original artwork.

**Star Struck**

This year we again successfully auditioned 32 Year 6 students for the dance group and our high quality audition entitled us to be involved in two separate performance items in the show. Our dance group attended a number of rehearsals outside school along with weekly school practices.

In addition, 20 Year 5 students auditioned for the Star Struck choir and were also involved in a number of rehearsals and props practices.

This year was the first year we auditioned a drama group. 16 students from Years 3 to 6 created a movement sequence to a set piece of music as their audition and were successful in performing in two items.

Star Struck 2014: *Magic Happens* involved over 3500 public school students from the Hunter Region in a variety show like no other!
Hamilton South has had a long history with Star Struck and continued this tradition in 2014. We have six teachers and the principal involved directly with Star Struck through our dance, choir and drama groups as well as a strong parent body who help with transporting students to and from rehearsals and coordinating and sewing the huge amount of costume requirements.

Band

It has been a very successful year for the Hamilton South Public School band. Over 50 students from Years 3-6 participated in the program. This year we have had both a training and concert band. Ms Susan Philippa, our Band Director has done an amazing job of preparing the students for performance.

Opportunities in 2014 have included:

Bandfest - It was another successful year at the annual Bandfest competition with our training band receiving an award for a Commendable performance in the larger Novice section. Our concert band received a highly commended 2nd place in the Premier section of the competition.

BandLink - a music development day where students from several local schools had the opportunity to work with professional musicians in preparing performance items for a special concert held at the conclusion of the workshop.

The band performed at Mayfield Retirement Village, a local home for seniors, as well as entertaining Frogstomp Preschool. The band performed at the Christmas Winds Concert at the Newcastle Conservatorium. The band participated in a number of school events including Friends Day, Anzac Day service and at Presentation Day.

Years 3 - 6 Performing Arts Groups

Performing Arts groups for students in Years 3 to 6, introduced last continued in 2014. The activities on offer included percussion, choir, boys’ dance, girls’ dance, recorder, music, drama and digital music.
Students were able to select a group which they were interested in. Choir was the largest group and this was conducted by Mrs Moore who volunteered her time on a weekly basis.

The Performing Arts groups displayed their performance skills at our Friends Day which was held during Education Week. This day was a great success and visitors to our school were most impressed with the diverse range of learning on offer.

Public Speaking

All our public speakers performed very well this year. Two representatives from each stage were selected through our school-based public speaking competition. These speakers went off to various schools across the Hunter to perform their speeches at a zone level.

In Stage One, a Year 1 student was advanced to the regional level where she achieved first place.

Debating

Students were involved in the regional debating competition. This competition involved Stage 3 students and provided opportunities for the training team to learn and consolidate their skills and knowledge of what makes a good debate and an effective debater.

Robotics

The Robotics teams had a very successful year, competing in RoboCup competitions at regional, state and national level.

Our State RoboCup Champions headed up to Brisbane in the school holidays to compete against the best robotics teams in Australia. Due to a technicality which was out of their control, they didn’t place, but they represented our school with pride and honour - and experienced a major learning curve in resilience whilst doing it. Unfortunately, due to a cheating scandal last year, all infra-red technology was banned - and our girls had IR equipment and knowledge that saw them win on a state level, but was banned at Nationals. So it was a big lesson in resilience for them, and although obviously disappointed, they bounced back with a shrug and a smile.

Our extremely talented Dynamitos, have continued their winning streak and managed to win the NSW State Title in Junior Dance. The team increased the complexity of their performance to ensure a win at the very competitive state titles.

Our boys’ team also did extremely well, managing to qualify for the finals in third place! The team was extremely competitive on the day, improving their results each round to reach the finals.
Sport Wrap

Hamilton South Public School continues to grow and develop students’ sport skills.

Highlights for Primary School Sport Association (PSSA) 2014 were:

**Swimming**
- 29 students qualified for the zone carnival. 10 students were selected for the regional carnival. 5 students competed at state.

**Cross Country**
- 24 students qualified for the zone cross country carnival. 7 students were selected for the regional level. 1 student competed at state.

**Athletics**
- 36 students were selected for the one track and field carnivals. 9 students were selected for the regional carnival. 6 students competed at state.

**PSSA Teams**

- **Netball** – reached the 6th rd. in the Hunter PSSA Division.
- **Soccer** – reached the 3rd rd. in the Hunter PSSA Division. Two students made the Newcastle Zone Rep Team.
- **Touch** - boys reached the 3rd Rd and the girls reached the 2nd Rd. One student was selected for the zone rep team.
- **Rugby League** - entered the Knights Knockout Competition. Three students made the Newcastle Zone Rep Team.

- **Rugby Union** – school participated in a Gala Day. Two students made the Newcastle Zone rep team. One student made the Hunter Region team.
- **Tennis** – one student made the Newcastle Zone rep team.
- **Basketball** – two students made the Newcastle Zone rep team.
- **Cricket** – made the 2nd rd. of the Hunter Region PSSA Competition.

**Other Sporting Initiatives**

**Socceroos Match and March Past** - Students, parents and staff travelled to Sydney for the Socceroos’ last match before the World Cup.

**Milo Gala Day Cricket** - Stage 2 Students took part in a series of games and activities. Students now play T20 cricket in our sport programs.

**NSW Speed Blitz Blues Cricket Development Day** - Stage 3 students were treated to a variety of skill based cricket sessions.

**School House Sport** - Each stage participated in age appropriate sporting games in house sport every Friday.
**Sports In Schools** - Fundamental skills and health focus were taught through this program which takes place in Term 1.

**New Sport Uniforms and Equipment**
- Singlets for rep touch, athletics and cross country.
- Soccer strips for boys’ and girls’ teams.
- House team banners and tents.

**Significant programs and initiatives – policy**

**Aboriginal education**

The school continues to implement the Aboriginal and Torres Strait Islander Education Action Plan through targeting resources, personnel and providing training for staff to support our Aboriginal students.

Aboriginal students at Hamilton South Public School comprise 3% of the student enrolment.

In 2014:

- An understanding and development of interests in Aboriginal history and culture was promoted through class and whole school activities.
- Aboriginal students were invited to participate in partner school activities.
- The school celebrated NAIDOC through class and whole school activities.
- A highlight at Friends Day during Education Day was the singing of the National Anthem in Awabakal.

**Multicultural and Anti-racism education**

The school promotes an all-inclusive school community to ensure tolerance and this is an expected part of our school’s climate and culture. Culture diversity has been acknowledged through every day activities and at special events and celebrations.

The celebration of diversity and multiculturalism in Australian society has been embraced by the school culture and curriculum at Hamilton South Public School.

The Modern Greek language is taught by a specialist language teacher funded through the Community Languages Program. The promotion of a culturally diverse society is enhanced by learning a second language. In 2014 Modern Greek was taught to all Early Stage 1 students, a group of Stage 1 students and a group of Stage 2 and 3 students. At the end of 2014 we said farewell to Mrs Maria Nicholas, our long serving teacher of Greek. Mrs Nicholas has taught Greek to students at our school for seventeen years and her enthusiasm and dedication to her teaching has been greatly valued.
Harmony Day is celebrated each year to support our multicultural programs. Keita lives in Africa and is sponsored by the school.

Year 6 conducted their annual gold coin fundraiser to support a school in Nepal.

The school has a trained Ant-Racism Contact Officer (ARCO) who is available if any racism incidents occur.

Significant programs and initiatives – equity funding

Aboriginal background

Aboriginal funding (RAM) provided students with additional targeted support with the Learning and Support Teacher. Students’ literacy and numeracy skills improved based on schools based and standardized assessments.

Aboriginal students all had Personalised Learning and Support Plans developed for their learning needs. Parents attended Learning and Support Team meetings to set targets for their children.

Socio-economic background

Equity funding through the Resource Allocation Model (RAM) improved outcomes for students resulting in:

- enhanced students’ access to a wider range of curriculum learning experiences; and
- increased the level of students’ participation and engagement in learning with additional support by the learning and support teacher.

Low level adjustment for disability

Our school received funding to support students with low level disability. Support is evidenced by the following:

- Targets were set at Learning and Support Team meetings in consultation with parents and staff and support was allocated based on priority need;
- School Learning Support Officers were provided to support individual and small groups of students; and
- Professional learning was provided to teachers and support staff to which address the diversity of the learner.

Learning and Support

Special Education – Support Unit

The Support Unit provided an educational and support setting for students with disability. In 2014 we continued to develop our outside area with the purchase of a trampoline, paving for the outdoor area and purchased sensory equipment thanks to the
kind donation of Newcastle Enterprise Rotary.

We utilised some of the money to build raised garden beds. This allowed the students to plant and watch grow many vegetables and herbs. These were then used in cooking lessons and linked to our units on Healthy Choices.

The Support unit continued to develop our outside area with the purchase of a trampoline and paving for the outdoor area and the purchase of sensory equipment thanks to the kind donation of Newcastle Enterprise Rotary.

Our students participated in an integration program with Newcastle Junior School. The focus of this program was to join together for lessons and activities.

All our classes participated in a number of sporting activities in and outside of the school.

Learning and Support Program

Our school has an extensive and very effective learning and support program which provides a multi-faceted approach to supporting staff and students. The program support students through the following:

- Weekly welfare meetings;
- Learning and Support Team Meetings are held each semester. Meetings include parents, teachers, assistant principal, school counsellor, principal and where needed regional support personnel and specialists e.g. speech therapists, OT, psychologists and doctors;
- A school counsellor is at school two days a week;
- Student welfare is a focus at weekly staff meetings; and
- Implementation of the Keys to Success across the school. Promoting and developing the keys - Resilience, Persistence, Organisation, Getting Along, Confidence embedded in our school programs.
Other significant programs and initiatives

Leadership

Our student leadership team has a significant role in the school. Each elected student was assigned a portfolio to be responsible for - Events, Environment, Education and Wellbeing, Building and Safety and Technology. Two captains were elected for each of the four sporting houses.

Year 5 students have had the opportunity throughout the year to display their leadership qualities to the student body. Roles and responsibilities have included: Attending leadership meetings, Recycling, Support Unit and K-2 playground games.

Parent and Community Involvement

Friends of Hamilton South

The Friends of Hamilton South had another busy and successful in year in 2014.

We had a great result with the Easter Raffle resulting in a profit of just under $4000. The Easter Raffle is always a great fundraiser as almost everything is donated by families within the school. With well over 45 baskets as prizes, the Easter raffle is always well supported by the school community.

We had very successful Mother’s Day and Father’s Day stalls raising $3400. We have continued sending the presents home for parents to wrap at home in boxes of 10 so items are returned to school prior to the stalls being held and this has proved to be very successful with a large number of parents and grandparents volunteering their time to assist in wrapping presents and then giving their time to help on the stalls. We also packed welcome packs which are handed out to new parents at the Kindergarten Orientation Day and assisted with the morning tea.

Thank you to Fiona Frangos, who has helped with the tiresome job of stamping raffle tickets (5800 of them) and generally helping get organised for both the Easter raffle, Mother and Father’s Day stalls throughout 2014, as well as to all the parents and helpers who have wrapped presents, or assisted on stalls throughout the year and to the teachers for their ongoing support. I would also like to say a BIG thank you to our school office staff who assists us in many ways, but in particular, with photo copying, emails and compiling noticeboard each week.

Friends of Hamilton South raised just under $7500 in 2014, which was then used by the P&C to assist the many projects undertaken by both the students and staff of Hamilton South Public School.

Fiona Frangos has taken over the coordination of Friends of Hamilton South for 2015, as both my boys have now moved on to high school, ending my association with the school. I would like to thank the staff, many parents and grandparents who have been so supportive over the years that I have been involved with the Friends of Hamilton South, and wish Fiona and her new team all the best for 2015.

Tracey Siltman Friends of Hamilton South
Canteen

The last 12 months has seen our canteen continue to grow. Our menu continues to receive a green rating from the Hunter New England Health Dieticians and big thumbs up on taste and value from the students and staff. The menu is changed each term to add variety and to suit the season. What other primary school offers a Pulled Beef and Slaw Slider on the lunch menu?

The last term of 2014 saw the canteen move into the technological age by adopting online ordering from Our Online Canteen. After a free trial period we have now signed a contract with this company and online orders continue to grow.

We have added to our equipment with a commercial sandwich toaster and (fanfare) an air-conditioner; the latter will significantly improve conditions for our volunteers and canteen coordinator.

The canteen finances have been ably managed by Bec Bishop and we thank her for her efforts.

The volunteers in our canteen, for not only regular school days but also our special events, deserve a huge thank you and continue to be our greatest asset. They are led and supported by Mary Alford, our great canteen coordinator, and Paula Howe – THANKS.

We look forward to continued success in 2015.

Sarah Breusch President Canteen Committee

Uniform Shop

The past year has been momentous for the Uniform Shop. An ongoing lack of volunteers to help run the Uniform Shop culminated in the outsourcing of the provision of new uniforms to Lowes. The Uniform Shop is still providing service on Tuesday mornings to those interested in purchasing second hand uniforms as well as hats. It will also sell a small selection of the remaining new uniforms until the stock runs out.

A tender request document to supply our uniform was distributed to a number of uniform suppliers. A committee was put together by the P&C to review the tender documents received and this resulted in Lowes being the successful tenderer.

The uniform supplied by Lowes will continue to be very similar to that which has been available until this year but with a different cut to and fabric of the shorts and trousers as well as the addition of skorts and track pants (for sports days).

A big “thank you” to those wonderful volunteers who are still running the second hand Uniform Shop as well as to all those who have volunteered to help run the Uniform Shop over the years.

Anna Rayward Uniform Committee

Grounds Committee

Thank you to both the P&C and staff of Hamilton South Public School for another year of their continued support of this committee.

Our Statement of Intent is as follows:

‘The main aim of the committee is to develop the existing playground areas to provide more stimulating play spaces for the students. We seek input from the
staff, students and the wider community of HSPS. We also aim to help facilitate projects involving the school grounds that others initiate. We hope to achieve this through a series of working bees and funding received from the P&C Committee and the school.'

There was a major working bee held in the middle of Term two. It went ahead on Sunday 25th of May and the afternoon timeslot attracted a good turnout. We had about 20 families in all. A big thank you to Sue Estens and the MacKenzie, Allman, Hughes, Mahony, Youman, Streatfield, Watkins, Reid, Oakley, Seidel, Rafty, Burns, Crakanthorp, Reynolds, Cummins, Rayward, Jones and Ellis families for their participation on the day.

We replanted the boat mound, laid some synthetic turf remnant in front of the performance platform, spread a whole lot of mulch and weeded a range of areas.

Throughout the year “Year 1 Gardening Club” was run during Friday afternoon’s free play session. This was run informally by Year 1 parents Natalie A and Sophie P and made wonderful use of the planter boxes outside J Block.

The P&C also supported and contributed financially to the laying of donated synthetic turf parallel to Jenner Pde in the K-2 Playground. This has had a huge impact with regard to play and sports options for both primary and infants children. Options for the primary playground are now being investigated.

The committee continues to welcome and encourage the involvement of any interested parents/carers in all of its processes.

Thank you to everyone who has contributed their ideas and time and I look forward to serving the P&C again in 2016.

Kristen Klimpsch Grounds Committee

Excursions

Year 6 Canberra

Year 6 had an excellent time visiting Canberra during Term 3. The boys and girls in Year 6 look forward to the Canberra trip all year. Even the pouring rain that came down as we boarded our bus did not dampen spirits.

Students participated in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy. They really enjoyed connecting their in class learning to the activities participated in whilst on the excursion.
Highlights of the trip included Parliament House where students got to role play a parliamentary session about passing a bill. We definitely have a Speaker and some exuberant politicians in the making!

It was pleasing to watch our students participate in the election process and be able to produce accurate answers due to their in depth knowledge of the processes involved. Our tour guides were most impressed by our children’s responses.

The War Memorial was another highlight and the students’ needs to be congratulated on the respectful way they conducted themselves whilst participating in tours and activities. It isn’t a trip to Canberra without visiting Questacon and once again this place didn’t disappoint.

We were lucky enough to get bright sunshine and no winds the whole day we were at Thredbo and it was great to see the excitement on the faces of those that had not seen snow before.

**Year 5 Aussie Bush Camp**

Year 5 students attended a four day camp at The Great Aussie Bush Camp. During their stay the children focused on developing skills in leadership, collaboration and communication, independence, resilience, persistence and getting along.

Activities included:
- Dual Flying Fox
- Giant Swing
- Lost World
- Rock climbing
- High Ropes
- Crate Building
- Raft Building
- Archery
- Dolphin watching
- Sand Dune games
- Snorkelling and Swimming
- County Fair
- Commando
- Challenge Night

Not only were the activities enjoyable, they were challenging and succeeded in their attempts to extend the children’s comfort zones. We received very positive feedback about the conduct of all students and staff attending the camp and look forward to continuing this tradition next year.

**Year 4 Blue Mountains**

This was the first year of taking our Year 4 students on an overnight trip to the Blue Mountains. An enjoyable and educational time was had by all students as they experienced a guided tour focusing on ‘What is a National Park’ and ‘The Sustainable Toolkit - an Aboriginal focus’. There was great excitement seeing the Three Sisters and experiencing the Scenic
World railway and skyway. Our night tour of Lucas Cave was certainly a highlight for many students and the highlight for the teachers was the compliments received for the well-mannered behaviour of our students. We climbed over 1500 steps during our stay and saw some of Australia’s famous landmarks that we teach about in Stage 2. Overall our overnight stay was a great success and one that we are looking forward to doing again next year.

Year 3 Glenrock

Year 3 students had a fun filled day at Glenrock Lagoon, with the weather being very kind to us. Students were split into two groups and were guided by national park rangers. One ranger led the students through a bush tucker walk where students learnt about natural bush remedies and tasted a variety of edible bush plants.

The second ranger taught the students how to properly throw a boomerang and shared aboriginal dreamtime stories that focused on the evolution of Australian animals. Our students enjoyed this experience that was so close to home.

Years 1 and 2 Wetlands

Stage 1 went on an excursion to the Wetlands at Shortland. The students learnt about the importance of the wetlands. They enjoyed observing the wild life using binoculars; dip netting and using microscopes to examine micro life. It was an excellent educational experience.

Kindergarten Australian Reptile Park

Kindergarten students visited the Australian Reptile Park. They viewed a vast array of animals which involved the students learning about needs, wants and changes relating to themselves as well as to animals.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used included:

- Staff consultation and information sessions regarding the NSW DEC reform agenda;
- Parent input through P&C meetings, online surveys and discussion;
- Staff consultation on key issues and data trends;
- Student responses to online surveys and discussion;
- School leaders designed surveys and surveyed the students across the school; and
- NAPLAN and Best Start data was examined for areas for improvement to guide planning.

School planning 2012-2014:

School priority 1

Outcomes from 2012-2014

Improved literacy outcomes for all students.

Target: Improve student reading

Evidence of achievement of outcomes in 2014:
• 63% Year 3 students in the top two skill bands of NAPLAN Reading in 2014 (State 49%).
• 3 Year average for Year 3 students in NAPLAN Numeracy was 65% (State 48.7%).

Strategies to achieve these outcomes in 2014:
• learning programs and practices provided students with frequent formal and informal inferential reading comprehension opportunities;
• students were provided with informative feedback to assist students’ reading;
• technology and web 2 tools were used to motivate students;
• professional learning was provided to teachers in stage teams in the use of the PLAN software;
• students were identified by assessment and observation and Learning Support provided;
• RAM (Resource Allocation Model) Equity and Aboriginal funding used to improve students’ reading;
• Learning and Support Teacher used a range of strategies and practices to better meet the need of learners; and
• All teachers with continued professional learning on the new NSW English syllabus.

Evidence of achievement of outcomes in 2014:
Our achievements included:
• 70.5% of Year 5 students achieved expected growth in NAPLAN Writing in 2014.

Strategies to achieve these outcomes in 2014:
• provided students with valuable and informative feedback to assist student improvement in writing;
• Learning and Support Teacher (LAST) used a range of strategies and practices to better meet the need of learners;
• Used regular Consistent Teacher Judgment (CTJ) across Stage teams to assess writing; and
• provided explicit feedback for students through relevant, ongoing assessments.

School priority 3 and 4
Outcomes from 2012–2014
Improved numeracy outcomes for all students.
Target: Improve student numeracy

Evidence of achievement of outcomes in 2014:
• 59.3% of Year 3 students in the top two skill bands of NAPLAN Numeracy in 2014 (State 42.4%).
• 61.4% of Year 5 students achieved expected growth in NAPLAN Numeracy in 2014.
• 93.5% Average School Growth (State 88.8%).

School priority 2
Outcomes from 2012–2014
Improved literacy outcomes for all students.
Target: Improve student writing
Strategies to achieve these outcomes in 2014:

- small group teaching to target concept development amongst students who may not have grasped a concept coherently;
- provided explicit feedback for students through relevant, ongoing assessments;
- shared good practice in numeracy with staff at stage and school meetings;
- provided all teachers with professional learning on the new NSW Maths syllabus;
- supported students' understanding of different strategies to solve number problems;
- used a proactive approach to use the wide range of resources including Mathletics and iMaths in the school to support student learning needs; and
- trained and supported staff in the implementation of new online maths' resources;

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and staff about the school.

Surveys and discussions included:

- P&C School Priorities and Strategic Directions
- Homework
- Staff Spending Priorities
- Sports in Schools
- Mathletics
- Human Calculator
- Handball

Summary responses presented below.

- P&C School Priorities (top five): classroom resources, classroom computers, interactive white boards, blinds for classrooms, artificial turf play areas. Outcomes: Monies raised through the fete will be used to purchase classroom blinds and creating an artificial turf play area in the primary playground.
- Homework: 68% of responses wanted two hours or less of homework per week. 59% wanted only two class projects or less a year. 77% wanted homework as a paper/hardcopy as well access via the computer. Outcomes: The amount of homework given has been reduced for all classes. Homework is available as a hard copy and or located on the school website.
- Human Calculator: Students responded extremely positively about playing the Human Calculator in class. Outcomes: The Human Calculator is played in all classrooms and enhance a variety of maths skills and develops students' skills of persistence and resilience.
- Handball Rules: Students overwhelming wanted the handball rules changed. Outcomes: New rules were discussed with students and staff and implemented across the school.

In 2015 the school will seek the opinions of students, staff and parents through the Tell Them From Me surveys.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our Strategic Directions following consultation are:

- Promote Quality Teaching and Leading
- Enhance Quality Student Learning
- Develop Quality Learning Environments

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Cindy Edwards  Assistant Principal
Janine Gorton  Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: