School context
Hamilton North Public School has grown steadily in student numbers over time but has maintained its wonderful small school feel. We have seven classes catering for students from Kindergarten through to Year 6 with our total number of enrolled students for 2013 being 164. Our staff offers a wealth of experience, innovation, creativity and motivation to ensure high quality learning experiences. In addition to our class teachers, we have a Teacher Librarian, Student Learning Support Teacher and a School Counsellor.

We enjoy a very supportive parent community and greatly value their participation and contributions.

Hamilton North sets high standards for student achievement in all key learning areas and we are deeply engaged in a number of literacy and numeracy, environmental, and technology programs to enhance student learning and engagement.

2013 was a successful and productive year for the students and community of Hamilton North Public School.

Principal’s message
This year has seen many achievements realised by our students. Through careful planning and community consultation, we have: introduced iPads to facilitate our goal of increasing purposeful student use of technology in line with current best practice which has resulted in students using iPads (in addition to the many PCs and laptops already in classrooms) as part of their literacy and numeracy learning programs; trained all staff in Focus on Reading, a highly successful reading/comprehension program that introduces six ‘super strategies’ to students K – 6; introduced a range of engaging strategies to highlight our focus on increasing student skills and knowledge in grammar and punctuation such as our Punctuation Power competition and weekly grammar problem discussions; and, introduced a highly successful GATS visual art program resulting in the development of outstanding artworks that have been recognized and awarded in national and international art competitions.

Our amazing P & C provided the funds necessary to purchase our iPads as well as enabled us to cover both our walkway to our hall and additional space in our COLA area. Also, cement pathways were laid between our hall and senior classrooms by some of our amazing parents.

Highlights throughout the year included Harmony Day, our Swimming and Athletics Carnivals, Cross-country, Hamilton North Idol, Maths Championships, Interest Groups, Stage 2 and 3 Great Aussie Bush Camp excursion, the P & C Trivia night and our Carols Night.

We fare-welled Teacher/Librarian, Mrs Rhonda Grieg after 19 years of teaching at Hamilton North. Mrs Grieg has been a much respected colleague whose valuable skills and experience will be missed.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kelly Deakin (for Trish Bowen)
Relieving Principal

P & C and/or School Council message
2013 has proven to be another successful year for our P&C. We were involved in numerous fund raising events, raising monies to benefit the current and future students at Hamilton North Public School.

The P&C coordinated constant fundraisers such as trivia nights, Christmas carols, discos, bbqs and raffles. At the end of 2013 the P&C were able to fund the purchase of eleven iPads for classroom use, a covered walkway to our school hall as well as extending cement pathways and general building improvements.

It was very encouraging to see lots of parents joining the P&C and particularly promising to see so many dads being involved.

2013 was a very productive and rewarding year and on behalf of the P&C I would like to thank the School Community of Hamilton North for all of their support.

Ben Lewis – P&C President 2013

Student representative’s message
Hamilton North Public School really is the best school in the world. Students at our school in 2013 have again enjoyed an amazing curriculum,
the best teachers, EXTRA competitive sporting teams, incredible Art awards, the most talented performing artists and outstanding academic results. All this in our beautiful and environmentally friendly playground - with even friendlier students! We have always been proud of our reputation of acceptance and excellence; we can now add diversity to it as well!

There is no place on earth like our school. We have all learned that there is nothing that we can’t do if we give it our best. We are all going to miss our school, though we know no other place could have prepared us as well for our exciting futures. THANK YOU!

Tarj Lyle
School Captain

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>2007</th>
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Student attendance profile

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<td>94.5</td>
<td>93.7</td>
<td>94.1</td>
<td>95.2</td>
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Management of non-attendance
School non-attendance is managed by proactive communication between the principal and parents or carers as required. DEC policy and legal requirements are adhered to.

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

In 2013, Hamilton North staff comprised a diverse range of skills and expertise reflected in our mixture of established and early career teachers.

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
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<tr>
<td>Total</td>
<td>10.7</td>
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</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2013, 9% of our workforce identified as Aboriginal.

Two School Learning Support Officers were engaged to fulfill support roles in student learning and additional activities.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
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<tbody>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tbody>
</table>

Expenditure
Teaching & learning
   Key learning areas 19231.43
   Excursions         16245.30
   Extracurricular dissections 30276.59
Library 1546.23
Training & development 803.36
Tied funds 45327.74
Casual relief teachers 18954.69
Administration & office 36303.94
School-operated canteen 0.00
Utilities 19780.32
Maintenance 4007.02
Trust accounts 3083.28
Capital programs 0.00
Total expenditure 195559.90
Balance carried forward 228098.56

In 2013, expenditure occurred in accordance with our School Plan in the priority areas of literacy, numeracy, technology and also on environmental and art programs.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Public Speaking
Our Term 2 whole school Public Speaking focus once again resulted in outstanding regional success.

Two representatives from each stage participated in Zone Finals with one student winning their stage final and two students receiving Highly Commended awards.

All students representing the school demonstrated skill, confidence and enthusiasm throughout the competition. Like all other experiences at Hamilton North, Public Speaking is taken very seriously with all students participating in targeted learning activities during class literacy time to develop their skills and confidence in presenting speeches publicly.

World Math’s Day
In Term 1 all students participated in a worldwide math’s competition on the Mathletics website which raised money to provide math’s resources for 3rd world countries. Students competed against students from countries all around the world via online speed tests which complemented our school Math’s Championships. At the end of the term, the top 3 participants from each class were invited to ‘High Tea’ with Mrs Bowen. All students had the opportunity to accrue enough points to receive certificates that were presented at our assemblies.

Punctuation Power
This exciting Term 1 activity provided an opportunity for parents as well as students to broaden their understanding of rules for punctuation in a fun and non-threatening way.

Many families responded to weekly punctuation problems put into our newsletter each week.
Each week a correct entry received a free lunch order from the canteen. The scope of the weekly problems reflected the sequence of punctuation learning for Stage 2 and 3 and focused on areas that had been identified in NAPLAN results as requiring additional support.

K-6 Gifted and Talented Art Group and Art Competitions
It was a huge year for our school GATS Art Team. Four of our Art Team members were selected to have their artworks displayed in the Department of Education initiative, ‘Operation Art’. These artworks were displayed in the Armory Gallery at Sydney Olympic Park. Congratulations to Madeleine Newton, Hayley Blackburn, Kaiyu Maynard and Tarj Lyle for being our representatives.

Tarj Lyle was also chosen to have his artwork ‘The Brick Wall’ become part of ‘The World’s Biggest Classroom’ exhibition at the Sydney Exhibition Centre in the ‘Social Conscience’ section.

Further success and opportunities were also gained in the Nagoya Sister City Art Exchange Competition. Three children had the privilege of having their artworks selected by a panel to be sent to Japan and feature in an international art exhibition. These artworks then remained in Japan to be hung in Japanese Schools across the country. We also acquired 3 artworks for our school by Japanese students. This exhibition gave our students the opportunity to participate in a cultural exchange program and develop international friendships. Well done to Mabel Moras-Young, Kaiyu Maynard and Finn Flanagan who now have artworks in Japan!

Focus on Reading
Two staff members were accredited as trainers. All staff then participated in workshops throughout 2013 to implement this highly successful comprehension reading program in classes K-6. Students, teachers and parents understand the language associated with the program such as the ‘Super 6’ strategies. This program will continue to be part of our daily literacy session.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 – Numeracy
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Numeracy

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Other achievements

Hamilton North Idol
Forty-five children this year nominated for both individual and group performances in our Hamilton North Idol Competition. This competition is an opportunity for our students to display their hidden talents in Performing Arts as well as encourage a supportive and inclusive environment within our school. Children nominated in the areas of singing, dancing, comedy, instrumentals and gymnastics. A final heat is annually held in the school hall at formal Friday assembly to showcase our most outstanding young performers to the wider community.

Math’s Championships
Every year this initiative takes place in Term 1 and allows every student the opportunity to participate in class math’s challenges. This year, all students were able to develop their confidence and ability in the fast recall of math’s facts as they competed with peers at a similar level of skill. At the end of the term, class finals and then stage finals were held to determine each stage champion.

Mathletics
This online program has been a great tool to support teacher teaching, student learning and promote the in school term challenge for all classes.

Each term classes compete with each other with regards to accumulating the highest number of certificates. As a result of students aiming to achieve 100% for set tasks, points are accumulated for students to receive Bronze, Silver and Gold Certificates.

An increase in student usage has increased student confidence and usage of Mathletics for in class work in groups and set homework tasks.

Technology
iPads
In Term 3 Hamilton North introduced 8 iPads into the classroom. Working with Mac1, teachers and students worked with Apple consultants to test the value of the iPad and the applications it can
access as an additional opportunity to engage students and to improve educational attainment.

Feedback from students and teachers was overwhelmingly positive. This feedback has directed our planning for personalising learning for our students in a way that is meaningful and engaging.

Our wonderful P&C have donated money to purchase twenty more iPads along with Apple TV so we can continue to develop, grow and also share our work instantly with parents.

**Reading Eggs**
This is the first year that students have entered into ABC Reading Eggs.

Since the beginning of the year students from K-6 have completed 1705 Reading Eggs lessons that include; reading interactive text, comprehension quizzes, grammar and punctuation tasks and many others. This high number of lessons completed indicates positive usage and student engagement, a key for helping to build confidence and encourage progression through the program. This program has been used both in the classroom and to supplement homework activities.

**K-6 Jogging Club / Fun Run**
The school Jogging Club is an initiative that goes throughout Term 2 and 3. It continues to be a major focus at our school as it builds upon student self-image and worth. Also, it encourages students to consider their health and fitness in a fun way. Values such as responsibility, commitment, effort and determination underpin the program whilst also improving student physical and mental health. All students participated in this program.

Students and staff who qualified then participated in our school fun run. The 3km course was supervised by parents and staff at a series of checkpoints with lots of encouragement and cheers for all participating. Everyone really looks forward to this event.

**Art Group**

Another project successfully completed by the school Art Team this year was the presentation of three major artworks to our school to be displayed in outside areas around the school. They took on a ‘Recycled’ theme and the end result was three exceptional pieces of work donated to the school community: Robot Rob (Stage 1 and Stage 2 children); Problem Solving (Stage 3 children) and Soundwaves (Stage 3).

Google Art Competition also saw 15 children enter artworks in an international art competition with the theme ‘Exploration’ as the focus. The quality was exceptionally high and the regular and ever growing Art Team meetings facilitated a wonderful and positive school experience to look forward to each week.

**Stage 1 Literacy Initiatives**

*Literacy Enrichment Groups –*
This year, this initiative has extended to include all students from Kindergarten through to Year 2 participating in specific lessons that focus on developing knowledge and strategies in the areas of comprehension and writing.

The comprehension strand of the program focuses on the Super 6 strategies – predicting, summarising, making connections, questioning, visualising and monitoring.

The lessons were designed by Early Stage 1 and Stage 1 staff and reflect best practice from current research to ensure quality learning opportunities. Students were also able to work with age peers from other classes, broadening occasions to interact with, and learn from, a variety peers and teachers.

Interest Groups

Each year, in Term 3, students are provided with a variety of interesting activities to choose from for one hour per week. These activities encourage students to pursue an area of interest and develop skills and knowledge in their chosen activity. In 2013, groups included; singing, table tennis, German language, recycled art, sewing, Lego, drama, and cooking. We have many parents volunteer to lead groups. This is another example of the fantastic relationship enjoyed by our students, parents and staff.

Sport

Students at Hamilton North are able to choose a variety of sports offered throughout the year. All students from Kindergarten through to Year 6 participate in weekly sport on Friday and daily PE lessons. Sports offered include; swimming, basketball, tennis, gymnastics, soccer, walking, yoga and circus skills.

In 2013, students participated in our Athletics and Swimming Carnivals and also went along to the Smalls Schools’ Athletics Carnival that is organised by our brilliant Mrs Bradley.

Teams were entered into State Knockout competitions for soccer and touch football. Hamilton North represented in the Paul Harragon Cup competition, Regional Oztag and touch football gala days. Senior boys, junior Girls and boys Oztag teams won their division at the Newcastle Regional Oztag competition and the Senior Boys were highly successful in the NSW PSSA touch football competition, progressing further than before.

We had teams of students represent at Zone in Swimming, Cross Country, Athletics and Touch Football.

After School Sports Teams

Touch Football – Junior and Senior Squads

Touch football has been used as a tool at our school to produce highly motivated and self-assured students and to alleviate negative and anti-social behaviours. Weekly intense trainings and after school community competitions have helped students develop self-discipline and a deep understanding of team work. In 2013, the level of participation increased to nine teams. Teams were coached by staff, parents and students.

Basketball

This year, we have extended our participation in after school sport to basketball with U10 mixed girls and boys teams being entered into the local Rookies competition at Broadmeadow Basketball Stadium.

The benefits for students participating are; fitness, skill development and learning to be a part of a team.

Training occurs once a week at school but students involved can often be found playing basketball most lunch and recess times.

The teams, as many as four each term, are coached by staff and parents.

Support a Reader
This extremely beneficial program provides support for identified students specifically in developing fluency for reading.

During Term 2 and 3 our dedicated parent volunteers, teachers and school learning supports officers work with students three mornings a week for approximately 10 minutes per session. This successful program facilitates improvement in both confidence and skill for those students participating.

**Support a Mathematician**

This program was developed within our school to help students develop confidence and efficiency in numeracy. It was developed in partnership with parents and staff. It involves 4 parents, 3 mornings a week working with individual students for 10 minutes on developing basic number skills.

The program focuses on identified students within one class per term.

It is an extremely successful program and will continue due to its benefits to students.

**Significant programs and initiatives**

In 2013, Hamilton North engaged in many and varied opportunities to further our cultural knowledge and understanding. Staff, parents, community members and students contribute to this in the development and implementation of our significant programs and initiatives.

**Aboriginal education**

Throughout 2013 our Aboriginal students were given the opportunity to participate in many cultural learning days. One of our staff members was involved in the planning process of cultural learning which saw over 200 local Aboriginal Primary students and High School mentors attend workshops at Murrook Cultural Center over three days. The aim of the days was to immerse students in Aboriginal culture and provide transition opportunities for our Year 5 and 6 students.

This year we had three of our Aboriginal students recognised at the Callaghan Education Pathways Celebration Ceremony for their outstanding academic achievements in learning and leadership. We are extremely proud of these students and the contribution they make to our school community.

**Multicultural education**

In 2013, multicultural education was implemented through class and stage teaching and learning programs, specifically in Human Society and its Environment (HSIE) and the Personal Development aspect of PDHPE. Whole school events were also implemented to highlight multiculturalism.

**Harmony Day**

In Term 1 our whole school community, including students, parents and teachers participated in a series of activities to raise awareness, appreciation and respect for the many diverse cultures of people living in our community. The day was overwhelmingly successful with some emotive recounts of childhood stories shared resulting in a collective sense of insight and empathy. The highlight of the day was our World Food Festival with everyone bringing in plates of food from around the world. Thanks to Mrs Ramsay for her exceptional organisation of this event.
Environmental education

School Recycling

This year has seen an increase in the percentage of school waste being recycled due to diligent class recycling monitors, increasing from two to four 360 litre recycling bins and educating students and the community on recycling topics through Newcastle City Council’s educational resources. We have also trialed a lunchtime “icky bin” to encourage students to form better habits when recycling everyday food packaging as well as providing a hands on understanding of what can and cannot be recycled. We will continue to fine tune and grow on this initiative next year. A whole school Binless Day at the beginning of the school year was well received and more days as such are planned for the future.

A new whole school initiative on saving electricity and cutting down unnecessary power usage was introduced across the school this year with class Power Rangers being trialed across K-6. We are utilising the free Web Graph software through the DEC to provide the opportunity for students to look at usage on an hourly, daily, weekly or monthly basis. Graphs show good visual representations and comparisons for younger students to be able to grasp the concept of greater and lesser consumption.

The aim for 2014 is for Power Rangers and Recycling Monitors to meet weekly to plan and implement student focused programs that will involve not only K-6 students but also educate the community and encourage “greener” lifestyle habits at school, home and in our wider community.

School Gardening

Our school gardens have had a number of exciting new additions this year with an abundance of native trees being purchased through money raised from school grown produce and market garden donations. We were lucky enough to have a tree specialist (Mrs Bradley’s daughter, Katherine) donate her time to assist students in planting some of the trees and advising on how to maintain a healthy tree to produce maximum fruit.

After testing of the bore water by Hunter Water late in 2012 showed that the water was safe and appropriate for agricultural use, an underground bore water irrigation system was installed at the beginning of this year to cover the garden beds behind the administration block. The water system has been effective.

The Great Lemonade Stall Challenge has seen its second year and once again it has been very successful with the 3 Stage 1 classes taking part and raising almost $400 collaboratively. The lemons used were from our trees in our orchard.

Wendy Bryson, a parent representative, has donated her own time to help maintain and assist in the beautification process of our school gardens. She has been a driving force in initiating projects, for example the back corner of the school. Thank you Wendy.
External Examinations

Participation in these exams was voluntary, demonstrating these students’ commitment and enthusiasm to learning.

International Competitions and Assessments for Schools (ICAS)

English – 9 students participated and were awarded 1 High Distinction, 1 Distinction, 2 Credits and 5 Participation Certificates.

Mathematics – 14 students participated and were awarded 3 Distinction, 5 Credit and 6 Participation Certificates.

Science – 4 students participated and were awarded 2 Credits and 2 Participation Certificates.

Writing – 6 students participated and were awarded 2 Distinction and 4 Participation Certificates.

Computer Skills – 6 students participated and were awarded 2 Credits and 4 Participation Certificates.

Spelling – 6 students participated and were awarded 2 Distinction, 2 Credits and 2 Participation Certificates.

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 include:

- Evaluation of whole school and national assessment data
- Student, staff and parent survey evaluation
- Whole staff and stage planning meetings to review progress towards school plan targets

School planning 2012—2014: progress in 2013

School priority 1

Use whole school planning and school based programs to increase levels of literacy achievement for every student.

Outcomes from 2012—2014

1. Use whole school planning to evaluate quality of teaching literacy
2. School based programs /plan to meet student needs, eg, grammar and punctuation
3. Use whole school planning process to identify aspects of literacy underperformance for particular student cohorts and individuals

Evidence of progress towards outcomes in 2013:

- 59% of Year 3 in Band 6 for reading, an increase of 34% in this band
- The introduction of Focus on Reading and the continuation of reviewing reading levels K-6 each term have resulted in the continued increase in student reading levels. 90% of students Yrs 2-6 achieved the school reading level benchmark by the end of the year. 78% of students K-1 achieved the school reading level benchmark by the end of the year. Our reading level benchmarks are higher than some other settings so comparatively our levels are very good.
- No Year 3 students were represented in Bands 1 or 2 for all literacy aspects
- 59% of Year 3 students in Bands 5 and 6 for persuasive writing, an increase of 29%
- Year 5 students in Bands 5 and 6 for persuasive writing increased by 20%
- Both Year 3 and Year 5 increased their percentage of students represented in the top two bands
- Weekly target problems for Grammar and Punctuation that had been identified previously through analysis of NAPLAN data supported teachers and students to discuss and clarify rules and application

Strategies to achieve these outcomes in 2014

- Increased focus on providing feedback in writing experiences through more ‘user friendly’ writing rubrics for teachers and students
- Trialing a new spelling initiative developed by staff K-6 and utilising DEC spelling documents and K-10 English
syllabus to set scope and sequence, assessment, data collection, evaluation and programming

- Increase focus on Grammar and Punctuation teaching and learning practice through professional learning and reviewing consistency of scope and sequence for K-10 English syllabus
- Continue to refine literacy assessment schedule and types of assessment collected to evaluate and plan for more informative and usable assessment to drive programming and differentiation
- Continue to link literacy learning to the literacy continuum to focus on moving students along a continuum of learning

School priority 2

Use whole school planning processes to evaluate the quality of numeracy teaching to improve numeracy standards throughout the school.

Outcomes from 2012–2014

1. Use whole school planning to evaluate quality teaching of numeracy
2. School based programs / plan to meet student needs, eg, symmetry, area, data, patterns and algebra
3. Use whole school planning process to identify aspects of numeracy underperformance for particular student cohorts and individuals

Evidence of progress towards outcomes in 2013:

- 52% of Year 3 at Proficiency
- 0% of Year 3 at or below National Minimum Standard (NMS) for Numeracy
- All Year 3 students in Bands 3 and above.
- Differentiated lessons where teachers use Count Me In Too activities for scaffolded learning opportunities in maths groups
- Quality teaching in mathematics was clearly articulated and demonstrated by clearly identifying learning intentions and subsequent activities
- The Support a Mathematician Program to assist students with developing core concepts in Number
- Visual Aids – utilising Mathletics to provide visual aid when teaching concepts

Strategies to achieve these outcomes in 2014:

- Professional learning for class teachers to implement SNAP (mental strategies in number) testing to set benchmarks Yrs 1-6. Data collected and reviewed each term for planning and programming.
- Utilising the numeracy continuum to ensure scaffolded learning opportunities for individual students and cohorts
- Providing professional learning opportunities for staff K-6 in using the new K-10 Maths syllabus
- Continue to review and refine class teacher programming to reflect quality teaching elements focusing on differentiation
- Adjusting K-6 maths scope and sequence to reflect needs identified through the evaluation of whole school assessment and NAPLAN data – symmetry, area, data, patterns and algebra

School priority 3

Enhance access to digital education resources for both students and teachers.

Outcomes from 2012–2014

- Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers
- Monitor and support the classrooms using interactive technology
- Improve student access and capacity to use information and communication technologies to enhance learning

Evidence of progress towards outcomes in 2013:

- Staff have participated in numerous professional learning for using Blog-Ed, Adobe Connect and iPads to enhance student learning and engagement
- Two primary classes trialed Blog-Ed for student use in class and at home with high levels of student use identified
A specific portfolio was allocated to an Assistant Principal to facilitate and coordinate technology goals.

Photos and updates occurred regularly on our school website as another way of facilitating parent inclusion.

**Strategies to achieve these outcomes in 2014:**

- Continue and expand class use of Blog-Ed as a class and home learning and communication tool for students and parents.
- Develop a school Face Book page to allow parents to connect even more with what’s happening at school.
- Increase K-6 skills in technology by running GATS technology groups throughout the year. Students participating then take skills back into the classroom to model for peers.
- Continue to provide professional learning for staff in priority areas of technology learning.
- Provide technology workshop opportunities for parents throughout the year to encourage equity and inclusion for our families.

**Professional learning**

Our staff has been provided with a variety of professional learning opportunities that reflect our school plan targets as well as the impending introduction of new syllabus documents, starting with English.

All teachers K-6 engaged in a rigorous exploration of the English K-10 syllabus, support documents and resources in 2012 and 2013. This process facilitated a solid understanding of the teaching and learning requirements and consequently teachers are prepared for implementation in 2014.

Two staff members were trained to become trainers in delivering Focus on Reading to all teachers. This comprised consistent professional learning being conducted each term.

Two staff members attended the Differentiating and Personalising the Curriculum training presented by Ralph Pirozzo. This method of teaching and learning was then delivered to all teaching staff with two senior classes trialing this method of learning when teaching theme units. Significant research shows that this style of learning is successful particularly for students in middle years’ education.

Adobe Connect and iPad training was undertaken by all staff and delivered by Assistant Principal, Joshua Sparke. This digital program allows staff and students to link online for conferences and learning activities whilst remaining at our school grounds and will be utilized for teacher professional learning in implementing the new syllabus documents.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents appreciate the school staff and the quality education that teachers are providing for their children. They feel that they are valued and included in their child’s life at school.

Students appreciate the positive culture and the environment of our school. They are happy with the increased focus on learning through technology and enjoy all of our extra activities including; jogging club, environment club, debating club, after school sport competitions, ocean baths swimming and tennis.

All teachers believe Hamilton North offers quality education programs for students K-6. They believe that this is achieved through targeted staff professional learning, consistent and clear communication of our high expectations and our knowledge of current best practice to ensure teaching and learning opportunities are tailored to meet the needs of all students.

All three groups, parents, students and staff, appreciate the reciprocal supportive and inclusive relationships within Hamilton North Public School.

**Program evaluations**

**Background**

To continue to improve and enhance learning for every student, our school focused on linking student skills and understanding levels to both the Literacy and Numeracy Continuums. Scheduled whole staff analysis of student
progress allowed teachers to plot students onto continuums and clearly identify ‘the next step’ for student learning. The continuums specifically link with our school plan through; Focus on Reading, maths SNAP benchmarking, and our literacy data collection.

Additionally, a number of initiatives were implemented, refined or continued to improve student learning outcomes in literacy and numeracy specifically in the areas of grammar and punctuation, reading, number and aspects of measurement.

Increased professional learning opportunities in using iPads and Apps were provided for staff to increase both the quantity and quality of educational experiences K-6.

**Findings and conclusions**

Whole staff term by term evaluations of reading and number data have resulted in more individualized reading and maths teaching and learning programs for students. Assessment data examined promotes staff discussion and exchange of strategies for addressing needs of specific groups of students. Additionally, students are more accurately plotted along learning continuums to inform teachers of ‘where students are at’ and how to move them to the next level of learning.

Whilst the introduced activities for grammar and punctuation have achieved our goal of lifting the profile of grammar and punctuation in our school and also in increasing the general understanding of how punctuation is applied, it is evident through NAPLAN data analysis that more strategies are needed to further improve our results in this area.

All members of our community are enthusiastic about embracing current forms of technology to enhance and enrich student learning. We have various levels of competence and ability in using technology for students, staff and parents and strategies need to be considered to address this.

**Future directions**

We will continue to focus on using continuums to facilitate differentiated learning and increased student learning outcomes. This will be monitored through stage and whole staff feedback sessions, teacher program requirements and ongoing professional learning. Focus will placed on teaching and learning in grammar and punctuation K-6. A new scope and sequence reflecting the outcomes in the English K-10 syllabus will be trialled and reviewed in 2014. Additional class resources will be purchased to support this process.

Strategies for increasing skills and understandings in using technology will include; technology GATS small groups that will in turn mentor students within their regular class, more resources will be purchased for student/teacher use, workshops will be provided for parents, and teachers will continue with professional learning opportunities.

**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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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: