Hampden Park Public School
Annual School Report

2011
Our school at a glance

Students

Our student cohort represents over 35 language groups, with 98.5% of students coming from non-English-speaking backgrounds (NESB). A significantly high percentage of our Early Stage 1 students begin school as Phase 1 English learners and there is approximately 34% annual mobility.

Staff

Our committed staff is a mix of experienced teachers, a rapidly growing proportion of early career teachers and an experienced School Administrative Support (SAS) team.

In 2011 five teachers completed Accreditation at the level of Professional Competence with the NSW Institute of Teachers and many others made progress towards the same goal. Teachers already accredited at Professional Competence have maintained their professional development hours in line with DEC and the NSW Institute of Teachers requirements.

Messages

Principal’s message

Hampden Park is a richly diverse community and that diversity is on show whenever we hold special events like Harmony Day and Garden Soup Day. It is also apparent in the everyday interactions between parents and teachers and students. Within our differences, we share the common values of our school – respect, responsibility, care, honesty and cooperation.

The ongoing implementation of the LSSS program, supported by the federal government’s National Partnership is supported by strong data to indicate improvements in teacher quality and student learning.

During 2011, our teachers have challenged themselves and their students by making adjustments to their teaching strategies, their choice of content and their use of student assessment information to inform their teaching programs.

Key programs include;

- Explicit, systematic, data-informed implementation of the teaching and learning cycle with a focus on literacy and numeracy underpinned by best practices in English as a Second Language (ESL) pedagogy
- High quality teacher professional learning programs including support for early career teachers and school leaders. Focus on Reading has been a significant professional learning program for Year 1 – 6 teachers this year and L3, Literacy Learning and Language for Kindergarten.
- Student participation and connection is enhanced by the Out of the Box extra-curricular enrichment programs
- Responsive parent partnership programs including regular parent workshops to help parents support their child’s learning and development of our playgroup to enhance opportunities for early childhood play experiences.

A new school plan has been developed under the banner of ‘every student, every teacher, every parent’ for implementation over the next three years. The 2012 – 2014 school plan retains many key programs and is informed by regional priority areas and school evaluations.

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.

Louise Challis – Relieving Principal
P & C message

The P&C have built on successes in 2010 and retained the positions of president, Vice President and secretary. The P&C have met once a term and identified projects they wanted to develop.

A Garden Soup Day was held to celebrate the establishment of a vegetable garden and to showcase the culinary skills of our talented parents. The P&C also held a mufti day to support Year 6 fundraising efforts.

Several parents were trained in Merit Selection procedures and we have seen an increase in the diversity of parent and community representatives on selection panels this year.

Interest has been expressed in a school sports uniform as a project for development in 2012.

All members of the school community are welcome to attend P&C meetings throughout the year.

Kholoud Al Kayid

Student representative’s message

National Young Leader’s Day
The 2011 Captains and Prefects have shown real initiative as leaders this year. One of the highlights has been the 2011 National Young Leaders Day. National Young Leaders Day has become an annual event organised by the Halogen Organisation, to inspire students to make a positive contribution to their school and community.

The students have the opportunity to come together with other student leaders across the state and to share experiences with each other, and with leaders from across the community. We felt motivated by the inspirational speakers to develop our leadership capabilities. The message of greatest value was that anyone can be a leader and it is about the one small thing that you do whether you give your opinion or help someone in need.

There were many speakers including Kurt Fearneley, Talia Fowler, Greg Mullins and Mike Martin who presented practical suggestions and are great role models. They presented their views on leadership and the importance of having a good education.

We have supported and encouraged the leaders in the SRC and organised and led many assemblies and events this year.

Maroon Day
On Maroon Day everyone wore maroon and donated a gold coin. We raised a lot of money to support families worst affected from the floods in Queensland during January 2011.

BER Opening day
On Friday the 26th of August, our Local Federal Member of Parliament, Mr Tony Burke attended the official opening of our BER building. The school captains and prefects hosted the assembly and assisted Mr Burke with cutting the ribbon to open our new BER classrooms. The school senior choir sang a very exciting song. Mr Burke visited 2 classrooms to explore learning in action using our brand new interactive white boards. We all had a wonderful day.

Emeline Tongatua, Jenny Ngo and Amir Haddad

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>377</td>
<td>391</td>
<td>343</td>
<td>340</td>
<td>357</td>
</tr>
<tr>
<td>Female</td>
<td>343</td>
<td>389</td>
<td>363</td>
<td>344</td>
<td>333</td>
</tr>
</tbody>
</table>
It is important for parents to understand that students must attend school all day and every day the school is open. Families traveling overseas during term time affects our attendance profile.

Class sizes

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Staff information

Our committed staff is a representative mix of experienced teachers, a rapidly growing proportion of early career teachers and an experienced School Administrative Support (SAS) team.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.33</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>23</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
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</tbody>
</table>
Staff retention

During 2011, three permanent teachers retired from the profession, one teacher was successful in gaining a service transfer, one teacher gained a classroom teacher position on merit, one executive teacher was successful in gaining a promotion and four class teachers were successful in gaining a promotion. One teacher resigned from the DEC and one teacher relinquished her right of return to HPPS due to long term leave arrangements.

The school employs 15 – 20 temporary teachers due to additional resources, replacement of teachers in relieving positions and replacement of teachers on various forms of leave.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</td>
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</tbody>
</table>

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>30/11/2011</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>189085.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>436934.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>212086.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>100428.88</td>
</tr>
<tr>
<td>Interest</td>
<td>9597.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32356.23</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>980489.35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

Year 3 students achieved school targets for minimum standards and proficiency in 2011. There has been a clear improvement in student achievement over the last few years.

**Numeracy – NAPLAN Year 3**

Year 3 students achieved school targets for proficiency in 2011. There has been a clear improvement in student achievement over the last few years.
Literacy – NAPLAN Year 5

Year 5 students achieved school targets for minimum achievement in 2011. There has been a clear improvement in student achievement over the last few years.
Numeracy – NAPLAN Year 5

Year 5 students exceeded school targets for proficiency in 2011. There has been a clear improvement in student achievement over the last few years.

Progress in numeracy

The school has demonstrated growth above both the State and Similar School Group averages in numeracy.

Progress in literacy

The school has demonstrated growth above both the State and Similar School Group averages in literacy.
The Arts, Sport and other school programs

The Arts

The annual Art Show was a remarkable showcase of creativity this year. Every class completed work which was rich in terms of artistic skill and many students studied artists in their preparation and development of ideas.

The Drama group developed various performances throughout the year and performed at the regional Primary Playday Festival and the Canterbury Children’s Festival.

Sport

In 2011 Winter PSSA competition involved over 100 students in Years 3-6 playing team sports such as rugby league, netball, touch football and soccer. Summer PSSA competition included over 60 students playing softball, tee-ball and cricket.

Students not involved in PSSA competition participated in a range of sports designed to improve skills, cooperation and student health.

Whole school sporting events included the annual swimming and athletics carnivals and a cross country running event. The emphasis at these events is participation, fun and healthy competition for students who excel in these activities. In 2011 HPPS sent a team of students to the regional cross country and 3 students represented HPPS at the regional athletics competition. After further success 2 students went on to compete in the state athletics competition.

HPPS also secured the 2011 zone athletics ball games premiership for the third consecutive year.

Students in K-2 participated in an organised tabloid sports day held at school on the same day as the Years 3-6 Athletics Carnival.

In addition to whole school sporting events and PSSA competition, HPPS supports water safety and swimming skills via the DEC Swimming Scheme. In 2011 over 100 students from Years 2-6 attended Roselands Aquatic Centre for intensive swimming and water safety education.

2011 also saw the introduction of the Active After School Communities program. This program has provided our students with the opportunity to participate in a range of sports activities after school hours, under the supervision of qualified coaches and teachers.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.6</td>
</tr>
<tr>
<td>Writing</td>
<td>94.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>85.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Significant programs and initiatives

#### Aboriginal education

Aboriginal Education is incorporated through integrated units of work for all students. An Individual Education Plan is developed for students who identify as Aboriginal.

#### Multicultural education

Hampden Park serves a vibrant and diverse community and multicultural perspectives are evident in integrated units of work for students. ESL teaching programs include intensive support for new arrival and first phase students and ESL teachers working in collaboration with classroom teachers.

#### National Partnerships – Low SES Communities

The National Partnership – Low SES Communities continued to have a significant impact on our school during 2011. The Situational Analysis conducted in 2009 and ongoing evaluation reports continue to inform the implementation of our expenditure of this funding.

The Learning Support Student Success (LSSS) program and the key idea of ‘every student, every teacher, every classroom’ is the main focus of the National Partnership.

The LSSS program has at its core the implementation of the teaching and learning cycle underpinned by quality teaching practices. Additional resources support:

- Provision of job-embedded time for all teachers to collaborate in regard to every aspect of the teaching and learning cycle
- Employment of a Highly Accomplished Teacher to improve the quality of every teacher in the school
- Additional and enhanced executive support for all teams, with a focus on leading teaching teams within whole school priorities
- Establishment of the Language Links program to provide scaffolded ESL support to students who do not receive Community Languages entitlements
- Enhanced parent partnership programs including more frequent and focused interactions with parents in regard to student learning and enhanced opportunities for parents to fulfill various roles within the school
- Additional teaching staff to support ESL and STL students
- Additional SAS staff to support technology use in classrooms and resource development for quality learning environments
- School based playgroup ‘Playing Together’ to develop community networks, support and referral for vulnerable families and improve school readiness.

#### Other programs

#### Out of the Box

We continue to offer many different extra curricula activities in our Out of the Box program. Activities in which students can participate
include choir, drama, dance, circus skills, games club, reading club and sport. Two significant Out of the Box programs are Men2Be, a leadership development group for boys and Inspire, a group for girls designed to build their confidence and resilience.

**Maths Mania!**

This year Hampden Park held our first Maths Mania! day. It was a great success with a number of parents joining their children in their learning. Each class participated in hands on investigations of maths concepts linked to a topic being studied by that grade. At the end of the day each student wrote a journal entry reflecting on their learning during the day.

Kindergarten investigated topics related to the farm with students measuring the area of sheep, creating long and short tails for sheep and - a particular favourite - using capacity to create a real milkshake!

Year One investigated the garden with students measuring the mass of a tomato, going on a shape treasure hunt and using multiplication to determine how many flowers they could plant in a given space. In Year Two, the students extended their learning of money and time by being involved in activities related to shopping and using public transport timetables.

Stage Two went deeper into their investigations of the human body. They constructed a capacity human body from drink bottles, measured how far they could jump and their pulse rates before and after exercise. They also calculated the amount of blood in their body based on their body weights and competed in a virtual race around the world. Additionally, students in Stage Two engaged in learning basic Maths concepts in Arabic.

Stage Three found out more about gold, with students studying the price of gold on the stock market, converting imperial currency into decimal amounts and measuring perimeter and area in order to stake a land claim of their own.

**Science Showcase**

We celebrated a year of learning in science with our annual Science Showcase. The student work in the hall reflected scientific skills of research, investigation, design, collaboration and innovation.

The afternoon expo event brought out the talented designers and engineers in our community as they competed to build the most durable bridge with some surprising designs taking out top prizes.

**Progress on 2011 targets**

**Target 1**

*Increased levels of literacy achievements for every student*

- At least 91% of Year 3 students achieving at or above minimum standard in Reading in NAPLAN 2011
- At least 88% of Year 5 students achieving at or above minimum standard in Reading in NAPLAN 2011
- At least 30% of Year 3 students achieving proficiency in Reading in NAPLAN 2011
- At least 25% of Year 5 students achieving proficiency in Reading in NAPLAN 2011

Our achievements include:
- Targets achieved as per NAPLLAN data reported previously in the report
- Sound progress made in regard to achievement of school-based indicators of success in K – 2 literacy programs

Target 2

**Increased levels of numeracy achievements for every student**
- At least 96% of Year 3 students achieving at or above minimum standard in Numeracy in NAPLAN 2011
- At least 94% of Year 5 students achieving at or above minimum standard in Numeracy in NAPLAN 2011
- At least 30% of Year 3 students achieving proficiency in Numeracy in NAPLAN 2011
- At least 21% of Year 5 students achieving proficiency in Numeracy in NAPLAN 2011

Our achievements include:
- Targets achieved as per NAPLLAN data reported previously in the report
- Sound progress made in regard to achievement of school-based indicators of success in K – 2 numeracy programs
- Implementation of the Newman’s Error Analysis to guide teaching problem solving

Target 3

**Enhanced participation, connection and engagement in learning K-6 through the ongoing implementation of an integrated, ICT rich hands-on, increasingly differentiated curriculum.**
- Improved student achievement data K-6 in Science and Technology and the Arts
- 2% improvement in student attendance to maintain state average in 2011
- Increased parent participation within the school

Our achievements include:
- Success in various Art Competitions. Four students submitted work for the Calendar for Cultural Diversity and one student’s work was included in the calendar. Three students submitted work to the Nagoya Art Exchange program. Four students entered Operation Art and all pieces were selected for display in the exhibition, with one being selected to be displayed in a NSW regional hospital and one featured on the teachers’ CD ROM produced to support teachers of visual arts.
- Revitalised P&C developed a vegetable garden and led Garden Soup Day to raise awareness of healthy eating
- Minimum of 2 parent curriculum workshops held every term. Attendance at parent workshops ranged from 45 – 70.
- Playgroup continued to have approximately 50 families attend each week.

Target 4

**Stronger teacher capacity to improve student learning.**
- Implementation of the Quality Teaching model in all aspects of teaching programs
- All early career teachers achieving accreditation as per procedures

Our achievements include:
- Continuing focus on enhancing elements from the Quality Teaching Framework within COGs annual overview
- Early career teachers continue to be supported by AP Mentor to achieve accreditation with NSW Institute of Teachers. 5 teachers successfully completed accreditation in 2011.
- Implementation of Phase 1 Focus on Reading professional learning program

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one
related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture and Comprehension.

Additionally, the school conducted the DEC Analytical Framework for effective leadership and school improvement in literacy and numeracy.

Educational and management practice – School Culture

Background

In December 2011 staff were surveyed on School Culture in order to determine the degree to which there is a sense of understanding and shared purpose within the school.

Findings and conclusions

- 92% of staff always agreed or usually agreed with the statement *Staff support what is happening in the school*
- 96% always agreed or usually agreed that meeting the needs of students is the school’s main priority and that the school is continually trying to improve what it does
- 60% of staff always agreed or usually agreed that the school culture supports a sense of ownership of the school, with 40% sometimes agreeing

Earlier in the year, a representative group of staff implemented the DEC Analytical Framework and found consistency in regard to areas identified for improvement. Numeracy and collaborative planning at a whole school level were identified as priorities and these areas have been included in the 2012 – 2014 school plan.

Future directions

Significant work was done at the end of 2011 to increase the participation of a range of staff and parents in the development of the school plan. All executive staff have developed a plan specific to their team which is directly linked to the whole school plan. The DEC Analytical Framework will be implemented again in June 2012.

Curriculum - Comprehension

Background

During 2011 all Year 1 – 6 and specialist teachers began the Focus on Reading professional learning program. Focus on Reading is a significant program spanning two years and is an initiative of the Smarter Schools National Partnership. It is designed to improve the teaching of reading and comprehension.

Our school has three trained facilitators who work with our teachers, delivering workshop sessions and providing expert support in how to implement new learning in classrooms.

The Learning Support Student Success (LSSS) program supported the implementation of new teaching practices by providing time for teachers to meet each week to plan their teaching and discuss student achievement.

Findings and conclusions

Teachers were extensively surveyed and asked to evaluate the degree to which their teaching practices had changed as a result of the Focus on Reading professional learning and the LSSS structure supported by the National Partnership.

- One of the most significant changes has been in the 6 step process of explicit and systematic instruction. Teachers across Year 1-6 classrooms are planning, programming and teaching comprehension lessons using the modelled, guided, independent and reflection strategies to support all students achieve learning goals. In particular the Think Aloud strategy, as part of the modelled phase of explicit instruction, is continually implemented in all classrooms.
- The teaching of comprehension strategies is another change to teacher practice. These strategies have provided teachers a place to start and almost all teachers in Years 1-6 feel confident in teaching comprehension using these as scaffolds for student learning. There has also been an increase in time spent on
teaching comprehension where more than 50% of teachers are spending at least an hour and a half a week and, of those, 65% are spending 2 hours or more teaching comprehension in literacy across all KLAs.

- There has been an increase in student talk/discussion around texts as a result of teacher learning. Talk and discussion are now valued as much as writing. ‘Thinking Partners’ is a strategy implemented in every classroom and has provided opportunities for every student to engage in conversation and discussion about texts and has allowed teachers to assess students’ understandings through observation.

- There has been a change to text selection across Years 1-6. Teachers now consider stage appropriate texts and the types and variety of texts being explored. The majority of texts being used for teaching comprehension are books and literary texts are still the most popular but digital media and images are being explored. Teachers identify they “are not afraid” to use texts with challenges and “not changing the text to make it easier for students to access but rather change (sic) my teaching so that students can access the authentic texts.”

Future directions

The school will continue to invest in the Focus on Reading professional learning program and expects to complete Phases 2 and 3 during 2012. LSSS structures will support the implementation of teacher learning into classroom practice.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school using the School Map, Culture survey.

Staff responses have been reported above and parent and student responses are presented below.

Findings and conclusions

- 84% of students always agree or usually agree with the statement I am proud of my school and 94% of students always agree or usually agree that the school encourages everyone to learn.

- 92% of parents always agree or usually agree that students are the school’s main concern and 93% always agree or usually agree that the school is continually finding ways to improve what it does.

Future directions

The school will be training an interested group of parents and teachers for merit selection panels so a wide range of school members can participate in this process. An SRC is being formed in 2012 with a renewed focus on school decision making, particularly in regard to school uniform development during the first half of the year.

Professional learning

Focus on Reading

During 2011 all Year 1 – 6 and specialist teachers began the Focus on Reading professional learning program. Focus on Reading is a significant program spanning two years and is an initiative of the Smarter Schools National Partnership.

Our school has three trained facilitators who work with our teachers, delivering workshop sessions and providing expert support in how to implement new learning in classrooms.

There have been changes to teacher practice and teacher understanding of the importance of explicit teaching as a result of the Focus on Reading TPL and implementation. Several teachers have reflected, “I thought I was being explicit but I wasn’t” or “I didn’t know what
explicit really was until this program.” Another teacher has reflected on the need for explicit teaching as opposed to constructivist approaches, “I now see the explicit teaching as an investment in the quality of the constructivist learning that follows.” Several other teachers have discussed the importance of teacher-directed instruction rather than over reliance on student-centred learning.

L3 – Language, Learning, Literacy

Kindergarten teachers participated in a literacy professional learning program called L3

In 2011, Early Stage One teachers commenced a two-year professional learning program focussed on improving student outcomes in literacy. Through the Language, Learning and Literacy (L3) program, teachers identified student strengths and used them to assist their literacy learning. Short, sharp and explicit lessons created a highly supportive learning environment allowing all students to experience success in reading and writing.

Early Career Teachers

Hampden Park Public School is committed to the development of Early Career Teachers and employs an Assistant Principal Teacher Mentor, shared across three schools. The mentor has worked with fifteen Early Career Teachers (ECTs) at Hampden Park during 2011.

An ECT conference was held in Terms 1 and 3, bringing together teachers from the three schools. The conferences provided opportunities for teachers to develop their skills as classroom practitioners and to learn from their colleagues.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Literacy and Numeracy

Outcome for 2012–2014

Increased levels of achievement in literacy for every student

Increased levels of achievement for every student in numeracy

2012 Targets to achieve this outcome include:

- 93% Year 3 students achieving at and above minimum standards in Reading in NAPLAN
- 32% Year 3 students achieving proficiency in Reading in NAPLAN
- 89% Year 5 students achieving at and above minimum standards in Reading in NAPLAN
- 19% Year 5 students achieving proficiency in Reading in NAPLAN
- 93% Year 3 students achieving at and above minimum standards in Numeracy in NAPLAN
- 31% Year 3 students achieving proficiency in Numeracy in NAPLAN
- 93% Year 5 students achieving at and above minimum standards in Numeracy in NAPLAN
- 31% Year 5 students achieving proficiency in Numeracy in NAPLAN

Strategies to achieve these targets include:

- Implement LSSS program in year group and specialist teams
- Employment of Highly Accomplished Teacher
- Employment of additional ESL and STL
- Continue Focus on Reading professional learning
- Professional learning for teachers in Count Me In Too K - 4

School priority 2 – Curriculum and Assessment

Outcome for 2012–2014

Curriculum implementation is supported by professional learning and aligned to student needs

Appropriate assessment and reporting practices are embedded in teaching programs.
2012 Targets to achieve this outcome include:

- ESL pedagogy is evident in all teaching programs
- All Aboriginal students have an IEP to support their achievement in literacy and numeracy
- Increased number of teachers planning for, and using, a range of ICTs within teaching programs

Strategies to achieve these targets include:

- Employ additional teacher and Technology Learning Facilitator to support ICT integration across all teaching programs
- Showcase curriculum achievements via Art Show, Science Showcase, COGs Alive, Maths Mania, Reading Rampage

School Priority 3 - Student Engagement and Attainment

Outcome for 2012–2014

School structures and practices respect and respond to the diverse needs and unique characteristics of every student

2012 Targets to achieve this outcome include:

- Student attendance maintains consistency with regional and state averages
- All students identified through LSSS are participating in at least 1 Out Of the Box program

School Priority 4 – Leadership and management

Outcome for 2012–2014

Strengthened leadership innovation and management capacity of all school staff to drive school improvement

2012 Targets to achieve this outcome include:

- Improvements by at least 1 measure in the NSW DEC Analytical Framework are evident in identified areas of school planning and management
- All LSSS team leaders develop and implement team plan reflecting targets in HPPS School Plan 2012 – 2014

Strategies to achieve these targets include:

- Employment of additional APs to lead smaller teams and provision of additional release
- High quality professional learning in leadership and management for executive and aspiring leaders

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.

Louise Challs
Kholoud Al Kayid
Helen Kotevski
Kristy Mitchell
Anthia Tsantoulis
Anna Matsoukas
Dan Sprange
Rebecca Reynolds
Sherry Bhabha

r/Principal
P&C Vice President
r/Deputy Principal
r/Deputy Principal
HAT
Assistant Principal
AP Teacher Mentor
r/Assistant Principal
r/Assistant Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: