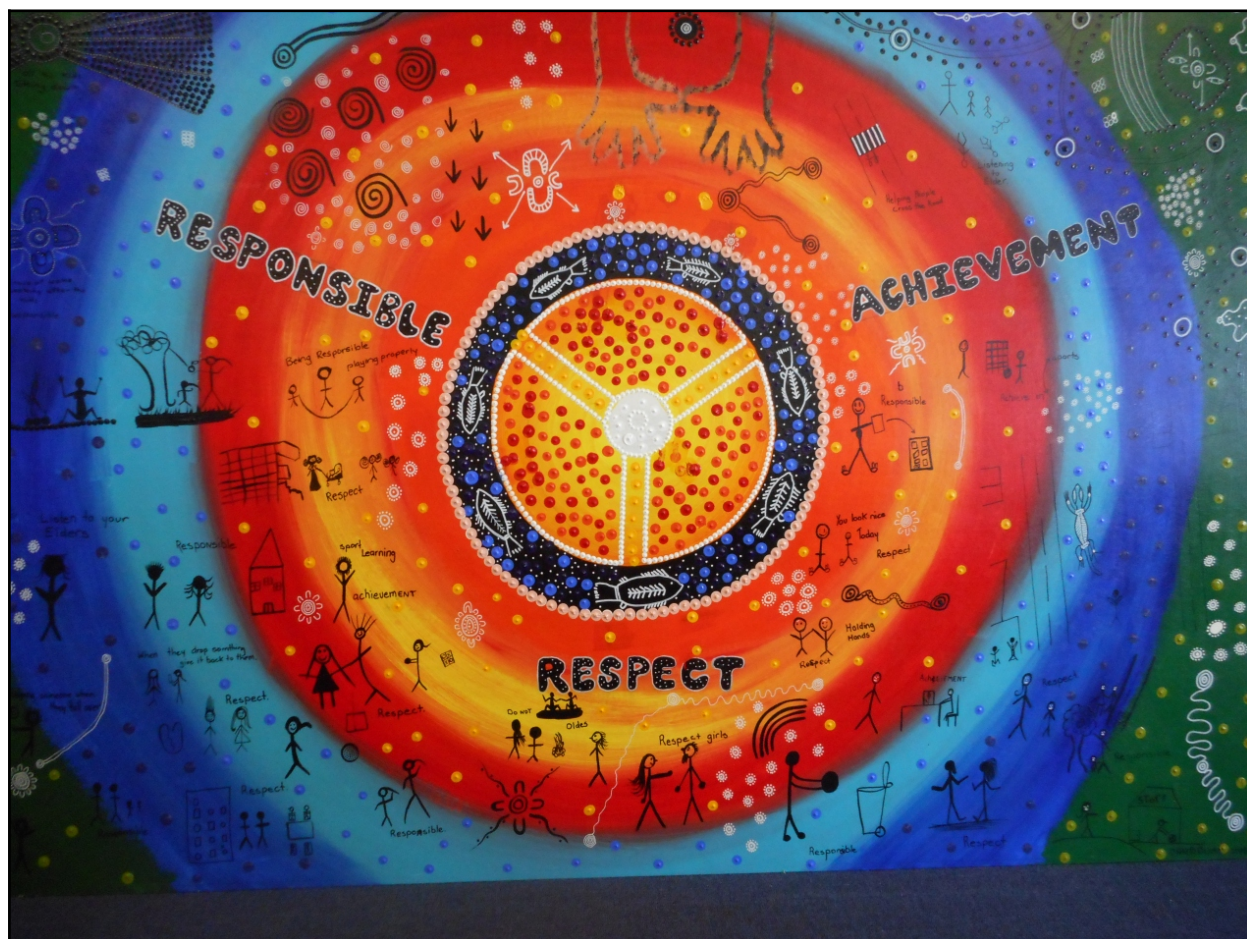


Hume Public School 2019 Annual Report



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Introduction

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

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

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School background

School vision statement

At Hume Public School we strive to provide opportunities in an inspiring and progressive learning community that engages all to achieve personal growth and be respectful and responsible citizens.

Every Child, Every Chance, Every Day

School context

Hume Public School is a vibrant and dynamic primary school. It has a current enrolment of 195 students. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Hume Public School has K–6 mainstream classes, a Preschool and a Special Education Unit incorporating Early Intervention and students from K – 6 with moderate and severe intellectual delay. Our school has beautiful gardens, spacious sporting grounds and plentiful outdoor learning areas.

Our school celebrates and values our diverse community, with 34% of students being from Aboriginal and Torres Strait Islander background. The emphasis on inclusivity, and celebrating the differences existing throughout our student population, continues to strengthen our school.

Our school has a strong relationship with the community, encompassing our Parents & Citizens Association, parent body and local community members, including Aboriginal Elders. Hume Public School is an active and committed member of the Northern Spirit Learning Community, made up of neighbouring public schools, our local high school, James Fallon, and Charles Sturt University.

Quality teaching is embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school. Our school provides a well-rounded education with the development of the 'whole child' seen as important. Our student welfare programs ensure the promotion of respect, responsibility and achievement.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Personalised Learning

Purpose

By presenting learning tasks that are purposeful, clearly defined, differentiated and challenging then all students experience powerful, progressive and precise learning through working appropriate to their understanding and level of need.

Improvement Measures

All students demonstrate expected growth in reading.

All students demonstrate expected growth in numeracy.

Increase value add scores for Years 3–5 to at or above average state scores.

Increased School-wide Evaluation Tool (SET) scores for the Positive Behaviour for Learning (PBL) Program.

Progress towards achieving improvement measures

Process 1: Core Learning:

Provide a suitably differentiated curriculum to meet the needs of students from Preschool to Year 6, including mainstream, special education and early intervention classes.

Evaluation	Funds Expended (Resources)
Scope and sequences and units of work planned for most subjects except PDHPE and English in stages 2 and 3. Differentiation identified on these documents for general consideration. Teacher to use these to personalise for students in their classes as required.	Allocation of time through weekly stage meetings and Duties Other Than Teaching (DOTT) planning days.
Scope and sequences and units of work still to be compiled in ES1/ S1 after agreement on planning documentation.	Learning and Support Teacher providing support to class teachers for student ILP development and implementation.
Student ILP's still require regular focus, with adjustments to be recorded and evaluations to be more effective to be purposeful.	

Process 2: Supporting Student Learning:

Develop, implement and evaluate explicit feedback systems based on summative and formative assessments to support the development of next step thinking;

Evaluation	Funds Expended (Resources)
Not all classes are using a 'Bump It Up' wall. Some classes have used personalised books for individual students. These books monitor attainment of progressions and learning outcomes .	Space and visuals for a 'Bump It Up' wall in each classroom.
Students are applying traffic light coding in their learning journey as explanation to how they view their learning and achievement on particular tasks.	Coloured dots for student feedback for 'traffic lights'. Professional Learning via collaboration with peers and observation and discussion of appropriate 'Bump It Up' walls in each classroom.

Process 3: Student Awareness of Learning:

To develop, implement and evaluate systems for individual goal setting that enables each student to understand their learning pathway and develop further as learners.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Students have had limited involvement in goal setting. Not all students are aware that they have a learning and/or behaviour plan or what the goals are for them to achieve on these plans.</p> <p>SLSO's have stated they are aware of student goals and their plans but not all.</p> <p>Students are continuing to develop understanding of their learning outcomes and are making judgements on their performance against individual lesson success criteria. This needs to be extended to individual goals and achievements.</p> <p>Limited discussions between students and teachers on their progress and achievement of goals across the school. 'I can' books developed in 2 classes.</p>	<p>'I can' statement books for literacy and numeracy.</p> <p>Staff Meeting time allocated to developing ILP's; DOTT day time allocation for meeting with families for further discussion and sign off of ILP's.</p> <p>Identified time to have teacher/student conversations re goals and next steps.</p>

Next Steps

ILP focus in 2020 – to develop activities and resources to enable more effective differentiation and adjustments. Staff meeting time to be allocated and support from Learning and Support Teacher. Develop process/practice to inform all SLSO's working with the students to have relevant knowledge of individual student ILP's. Class teachers to include students in the development of their own ILP.

'Bump It Up' walls – focus on all classes have appropriate and relevant walls in their rooms; this may include 'I Can' books for some classes or individual and discrete ways of recording progress; continue with the focus of these walls being 'Understanding Text'..

Strategic Direction 2

Consistent Teaching Protocols

Purpose

By adopting consistent teaching protocols, student engagement and learning will be strengthened. When teachers effectively collaborate, converse, use data to inform and evaluate teaching practice, the impact on student capacity to learn will be enhanced.

Improvement Measures

100% of teachers implement the explicit instructional model.

100% of teachers show increased scores in the use of evidence based practices.

Increased scores for collaboration as evidenced by the Tell Them From Me teacher survey.

Progress towards achieving improvement measures

Process 1: Data-driven System:

Develop and implement explicit systems to collect, analyse and respond to data and a range of assessments to ensure high expectations and pace of learning for all students are established at planned intervals throughout the year.

Evaluation	Funds Expended (Resources)
Continued use of SENA, and different assessments across the school. Results demonstrate some student growth with classes but continue to look for whole school assessment tool to get consistency.	Time Test administration Results correlation Feedback to students and staff.

Process 2: Collaborative Practice and Feedback:

Develop and implement systems that support teacher collaboration and feedback in planning programming and assessment through out the school.

Evaluation	Funds Expended (Resources)
DOTT days have significantly improved teacher well being and moral overall according to survey results. Teachers have had more time to complete tasks in school. Work has been collaborative with ideas, and resources shared with other staff in their stage cohort. Scope and Sequences and Units of Work have been completed by Stage 2 and 3 within the DOTT days as set out in expectations. Finalisation of these still needs to be completed by staff in ES1/S1 due to different working styles. Student ILP's are still not effectively managed by all class teachers.	Questionnaire and executive summaries. Funding of DOTT days for each class teacher, each week, with stage cohort.

Process 3: Explicit Teaching:

Design and implement consistent teaching strategies to develop learner autonomy and demonstrate student thinking that influences teaching and learning.

Evaluation	Funds Expended (Resources)
Students progress at their own individual rate and meet expected growth in	Professional learning and staff

Progress towards achieving improvement measures

line with syllabus outcomes.

Students are able to discuss their learning achievements, using identified success criteria and display an understanding that their learning is part of a progression. They can verbalise 'where to next' using progression markers in literacy and numeracy.

Individual students identified and supported through targeted intervention plans. Individual progress monitored and assessed throughout these support programs.

Teacher programs and teacher observations reflect explicit teaching practices aimed at meeting student need.

collaboration (with stage cohort) in analysing data to identifying areas of student need, and 'next step' teaching and learning plans, and/or regrouping of student groups in literacy and numeracy.

Teacher observations in triads, by cross-stage peers with follow up discussions aimed at improving teaching practice and learning outcomes for students.

Next Steps

Whole school assessment tools to be purchased and used to triangulate data with existing sources.

Scope and Sequences for Early Stage 1 and Stage 1 to be finalised by end of Term 1, 2020.

Students to participate in discussions with their teachers regarding their learning, based on success criteria, the progressions and understanding of 'where to next'.

Strategic Direction 3

Leadership for Learning

Purpose

To develop each staff member as a leader for learning through professional development relevant to student needs and whole school priorities. Staff are expected to implement new knowledge into their classrooms, share their knowledge and lead professional learning for colleagues to embed relevant practice to whole school pedagogy

Improvement Measures

100% of teachers PDP's are aligned with the School Plan.

Increased scores in leadership capacity as measured by the AITSL 360 Reflection Tool for school leaders.

Progress towards achieving improvement measures

Process 1: Instructional Leadership:

Provide professional learning for leaders and aspiring leaders in order to build their capacity as school leaders through a culture of high expectations. and accountability.

Evaluation	Funds Expended (Resources)
Consultation with Berry Street Education Model mentor has provided ideas to link in to Scope and Sequence development for PDHPE. All staff will complete training by mid 2020 when the Scope and Sequences will have been implemented.	Allocation of funding for the implementation of the Berry Street Education Model; allocation of staff development days for whole school staff to participate.

Process 2: Performance Development & Management:

Provide opportunities for all staff to participate and share professional learning, implement this learning in the classroom and demonstrate impact on learning and teaching outcomes.

Evaluation	Funds Expended (Resources)
Opportunity provided in staff meetings for brief feedback on learning experiences. Opportunities for more detailed sharing also provided during DOTT days. All staff have been given opportunities to access external PD but not all have accessed these opportunities. Internal professional development has been established, addressing priorities for school plan and teacher professional and personal development.	Professional learning funding Staffing Appropriate PL opportunities locally/ statewide/ interstate In-school Staff Wellbeing training

Process 3: Literacy and Numeracy Pathways:

Design and implement structures to ensure literacy and numeracy interventions are targeted to the right students at the right time.

Evaluation	Funds Expended (Resources)
MacqLit has had significant impact on students that have participated. Reading levels have increased as has confidence. Some concerns regarding behaviour during sessions for some students but generally positive. Maths groups from Year 3–6 have worked very well improving confidence, engagement and student outcomes.	Training of staff in the provision of the MultiLit programs. Purchase of additional resource kits in the range of MultiLit programs. DOTT day planning time for student literacy and numeracy groupings for

Progress towards achieving improvement measures

MacqLit has had significant impact on students that have participated. Reading levels have increased as has confidence. Some concerns regarding behaviour during sessions for some students but generally positive.

Maths groups from Year 3–6 have worked very well improving confidence, engagement and student outcomes.

Year 3 to 6.

Next Steps

Professional development priorities for 2020 – continue trauma-informed practice development and understanding. Complete Berry Street Education Model training for whole school in Term 2 and Term 3 2020. Tie in with cultural education and engagement, PBL practices, personalised learning and support, STEM, literacy and numeracy intervention and data analysis.

Literacy and numeracy groupings to continue in 2020, although will be dependent on staffing; also have SLSO specific for literacy interventions MinLit/ MacquLit and student personalised interventions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal Education Officer and SLSO– Aboriginal to work through out the school to support</p> <p>Personalised Learning Pathways goals. and language program.</p> <p>Differentiated literacy and numeracy groups.</p> <p>Transport for student to and from Sculpture trail.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$106 646.00) 	<p>Completion of 93% of Personalised Learning Pathways for all identified Aboriginal students.</p> <p>38.9% Aboriginal students achieved in top 3 bands of NAPLAN for reading up from 10.0% in 2018.</p> <p>10.5% Aboriginal students achieved in top 3 bands of NAPLAN for numeracy up from 10% in 2018.</p> <p>School demonstrated cultural responsiveness and competency for staff in delivering language program and implementing in day to day school routines.</p>
English language proficiency	<p>EALD teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$5 390.00) 	<p>Students given individual support in areas of literacy and numeracy to support classroom learning.</p>
Low level adjustment for disability	<p>SLSO's</p> <p>Learning and Support teacher.</p> <p>Purchase of intervention resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$149 009.00) 	<p>Significant numbers of students supported in class and on the playground by additional SLSO's. Addressing the individual social and/or academic needs of identified students with a disability.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$35 323.00) 	<p>Collaborative planning created stage appropriate scope and sequence and units of work.</p> <p>Student data analysis was able to identify students for targeted interventions regularly and was ongoing through out the year.</p> <p>Teacher well being significantly improved. resulting in reduced staff absenteeism.</p>
Socio–economic background	<p>Professional learning from Berry Street Education with mentor. Follow up external Professional learning at Berry Street for executive and IL.</p> <p>Contribution to learning and support teacher and SLSO's.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$440 567.00) 	<p>Additional staff supported learning needs of a large number of students through out the school.</p> <p>Berry Street Education Model implemented school wide . Positive feedback on strategies used and impact on students.</p> <p>Percentage of students reporting positive well being is equal to State average at 87 % up from 2018.</p> <p>TTFM survey indicates student growth in Sense of belonging, Expectations for success and Advocacy at school.</p>

<p>Socio-economic background</p>	<p>Professional learning from Berry Street Education with mentor. Follow up external Professional learning at Berry Street for executive and IL.</p> <p>Contribution to learning and support teacher and SLSO's.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$440 567.00) 	<p>100% of students participated in school incursions at reduced costs.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Staffing</p> <p>ARCO trained staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$2 102.00) 	<p>Students experienced a safe and welcoming school environment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	104	90	89	76
Girls	87	84	79	73

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89	91	82.5	84.1
1	92.7	87.5	86	87.3
2	90.1	93.9	83.3	85.5
3	93.2	89.9	84.9	83.5
4	90.8	91.5	89.1	88
5	90.9	91	83.2	85.3
6	91.6	90.3	82.9	88.6
All Years	91	90.5	84.3	85.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.48
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	7.31

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	558,323
Revenue	3,226,995
Appropriation	3,198,424
Sale of Goods and Services	-78
Grants and contributions	27,197
Investment income	1,252
Other revenue	200
Expenses	-3,636,267
Employee related	-3,383,358
Operating expenses	-252,910
Surplus / deficit for the year	-409,272

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	611,612
Equity Total	701,612
Equity - Aboriginal	106,646
Equity - Socio-economic	440,567
Equity - Language	5,390
Equity - Disability	149,009
Base Total	1,375,408
Base - Per Capita	43,256
Base - Location	2,073
Base - Other	1,330,080
Other Total	453,925
Grand Total	3,142,557

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents and students through the Tell Them From Me Survey. The responses are presented below:

- Parents agree they feel informed regarding their child's progress, behaviour and development at school.
- Parents also indicated that they agree that Hume Public School is an inclusive school. They felt that teachers support students in learning and create opportunities for students learning at a slower pace. Parents also indicated they felt welcomed at school.
- The parent responses indicated areas for development include student safety and supporting positive behaviour in school.
- The Tell Them From Me Survey from students Year 4 to 6 indicated high percentages in area of valuing school outcomes and participating in school sports. Students also indicated they try hard to succeed in their learning.
- Aboriginal students strongly agreed they feel good about their culture whilst at school with 83% agreeing or strongly agreeing their teachers have a good understanding about their culture.
- Students indicated that they have someone at school who consistently provides encouragement and can be turned to for advice. They also strongly agreed that teachers are responsive to their needs and encourage independence with a democratic approach.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.