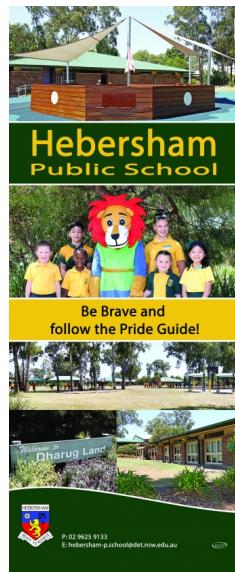




2020 Annual Report

Hebersham Public School



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Introduction

The Annual Report for 2020 is provided to the community of Hebersham Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

In publishing this report to the school and the wider community, we acknowledge the Dharug people on whose land the school was built. The voluntary work of parents, carers and community members who assist in classrooms, dance groups, cooking and gardening lessons, at sport, fundraising and scripture lessons sustains a strong community partnership. We acknowledge the work of the P & C especially in fundraising activities and thank the long serving members for their great work at HPS. We certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

Betty Papandreou

Principal

School vision

At Hebersham Public School (HPS) the students, staff and community believe that all of the school community need to Be Brave and follow the Pride Guide: Be a Learner; Be Respectful; Be Safe.

The Pride Guide underpins everything that occurs at Hebersham Public School.

The School and the community are passionately committed to:

- engaging student learning through differentiated, meaningful and cohesive programs aligned to year level content and the Quality Teaching Framework
- developing highly effective teachers, focused on improving student outcomes through a quality inclusive environment that is responsive to student voice
- creating opportunities for community and parents to participate in learning, develop culturally rich resources and form decision making partnerships.

School context

Hebersham Public School was established in 1972 and is located in the Mt Druitt Western Sydney region on the land of the Dharug people.

Enrolment is currently 565 students with 50% from non English speaking backgrounds and 21% from Aboriginal or Torres Strait Islander (ATSI) backgrounds.

There are 24 mainstream classes across K-6 and three support classes. Our support unit consists of two Autism classes and one behaviour class.

Literacy, numeracy and student engagement remain the key focus areas. The Positive Behaviour for Learning (PBL) philosophy is embedded into the school culture and underpins all teaching and learning programs. Other targeted programs include Early Action for Success, Instructional Leader (Aboriginal Initiative), KAGAN Cooperative Learning Structures and Visible Learning.

The learning support team (LST) remains a key committee within the school. The PBL/LST framework supports teachers, parents and carers into developing high quality differentiated teaching programs to enhance student engagement at school. SMART Spelling, Jolly Phonics and L3 are key programs. The Stephanie Alexander Kitchen Garden Program is supported by the staff, students and community. The school has employed kitchen and garden specialists who conduct weekly lessons to all Stage 2 classes and Support classes.

A key focus of the School Plan is the successful transition of pre-schoolers to school, especially Aboriginal students. An Aboriginal playgroup 'Koori Play and Chat', operates with the Aboriginal Education Officer being a key person in the team. The school also hosts a playgroup operated by Children's First with an average of 15 students attending each week. HPS competes successfully in the district sport and Public Speaking competitions and performs in dance and choral festivals. The P&C Association strongly supports school programs.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The results of this process indicated that in the School Excellence Framework domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and the valuing of each other. In the area of Wellbeing the school is Excelling. PBL underpins everything we do in the school. The results have been evident in the changes we have seen in the ways students are relating to each other and importantly, in the increased engagement in learning. Through analysis of the Nationally Consistent Collection of Data we have had a focused approach to individual learning needs. Students with high learning needs are being identified through the Learning and Support team in consultation with parents/carers in order to support successful participation and contribution in learning at the school. We teach all students about Aboriginal culture and perspectives. Overall we are Sustaining and Growing in the area of Learning.

The school appointed three Instructional Leaders in 2017 and employed an interventionist to support the needs of the students. The school has also employed four SLSOs to work in Kindergarten to support the implementation of L3 and TEN. Our major focus in the domain of Teaching has been on collaborative practice for staff members. The school has embedded school systems for collaboration, classroom observation, modelling of effective practices and feedback that drives ongoing professional learning to improve teaching and student outcomes. An important opportunity has been

provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of 21st Century Learning practices, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work. Overall we are Sustaining and Growing in Learning.

The results of this process indicated that in the School Excellence Framework domain of Leading, our priorities have been to progress leadership and management practices and processes through the use of the School Excellence Framework. Consistent and effective implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. In 2019 and 2020 the school focused on building the leadership capacity of all teachers. Staff undertook purposeful leadership roles such as the organisation of school ceremonies and assemblies, sporting carnivals, strategic teams and organising Creative and Performing Arts (CAPA) events. Teachers aspiring to senior leadership roles took on team leadership in curriculum and community areas and relieved in executive positions. The leadership team has been successful in leading initiatives, building the capabilities of staff to create a dynamic school learning culture. The school leadership team clearly communicated to staff the school priorities of literacy and numeracy as well as practices to support wellbeing such as Positive Behaviour for Learning (PBL). The school has three Instructional Leaders - two working in the K-3 area and one working in 4-6 area to lift the results of our Aboriginal students. They have worked in classrooms shoulder to shoulder and have led professional learning in literacy and numeracy. They have supported staff in assessing student data and reflecting on teaching practices to plan for the future. Data dialogues are organised and used to plan for future directions. Overall we are sustaining and growing in the area of Leading.

Our self-assessment 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/sef-evidence-guide>

Strategic Direction 1

Resilience, Wellbeing and Engagement

Purpose

To build productive, resilient citizens through positive wellbeing frameworks and growth mindset principles to shift pedagogical change in teaching practices to provide a supportive, engaging and inclusive environment for all students.

Improvement Measures

Data informed, differentiated learning programs are effectively implemented into teaching practices to support social, emotional and academic needs of all students.

Utilise Growth Coach to develop pedagogical change in growth mindset.

Overall summary of progress

Data informed, differentiated learning programs were effectively implemented into teaching practices to support social, emotional and academic needs of students. The school had an overall decrease in behavioural incidents and referrals identified through Sentral and the Learning Support Team.

Executive staff have implemented Growth Coach techniques to support the wellbeing of staff throughout COVID changes. It has been challenging to initiate pedagogical change within staff due to the high percentages of absences.

Progress towards achieving improvement measures

Process 1: Differentiation

Utilise Instructional Leaders to work collaboratively with staff to ensure all groups, such as ATSI, EALD, students with disabilities, refugees and gifted and talented, are catered for through differentiation. Support networks and targeted programs are identified and implemented into classroom settings using Individual Learning Plans.

Evaluation	Funds Expended (Resources)
<p>Analysis of class programs and ILP's by Executive Leaders to identify evidence of quality differentiation programming to cater for all identified student needs across K-6 and the Support unit.</p> <p>Evaluation of Learning Progression to plot student achievement in correspondence with their Individual Learning Plan.</p> <p>Identify percentage of students who have achieved their ILP goals over the year (ILP's have only been implemented second semester to due flexible learning and modified assessing and reporting requirements)</p>	<p>Human Resources</p> <p>Additional employment of SLSO's across the school to support intensive differentiated learning programs.</p> <p>Consumable Resources</p> <p>Resources to support identified student needs in Individual Learning Plans.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$175000.00)

Process 2: Growth Mindset Coaching

Interested leadership team members utilise growth mindset coaching principles to mentor staff and shift pedagogical change to build resilient, productive students.

Evaluation	Funds Expended (Resources)
Lesson observations and critical feedback to staff identifying 'growth mindset'	Human Resources

Progress towards achieving improvement measures

approach to their teaching practises.

This evaluative tool has not been implemented in the school due to COVID guidelines. The school will redevelop this strategic milestone into future planning.

Staff release for observations and collegial discussion.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 3: Professional Development

All staff will attend professional learning to strengthen their understanding of wellbeing frameworks and support the development of resilient students.

Evaluation	Funds Expended (Resources)
Staff participated in professional learning to support and improve student wellbeing and mindfulness. During 'At Home Learning' staff continued professional learning online to extend their capacity and skills in this area. 75% of staff believe that improving the mindset of students will be a priority into the future.	Human Resources PBL Coordinator Release Consumable Resources Professional Learning - Accidental Counsellor Funding Sources: <ul style="list-style-type: none">• (\$11000.00)

Next Steps

Next Steps 2021

- Peer Support to continue into 2021 provided COVID restrictions ease.
- Visible Learning revitalised with Executive Staff Visible Learning team and John Hattie professional learning
- Wellbeing Framework Training for Staff
- SLSOs employed to support educational and wellbeing needs of students across the school

Strategic Direction 2

Leadership and Curriculum

Purpose

Through leadership the school is focused on continuous improvement of teaching and learning across all curriculum areas. The leadership team drives high expectations for student learning with an emphasis on enhancing engagement through effective differentiation. Data is analysed in order to reflect on teaching effectiveness and inform future school directions.

Improvement Measures

K-3 growth surpasses that of our like schools group. Increase proportion of students in the top 2 NAPLAN bands by 8%.

Staff implement future focused pedagogies to develop student's higher-order thinking skills. Student learning experiences will be enhanced through an engaging curriculum that includes inquiry and project-based learning.

Utilise leadership team skills to support and assist beginning teachers through modelling and mentoring staff in best practice.

Progress towards achieving improvement measures

Process 1: Classroom teachers will plot student learning on PLAN2 using the learning progressions with Data Dialogues driving individualised programming.

Trial STEM in Stage 2 and 3 classes ensuring students are challenged through improved teaching practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">* Evaluate SMART Spelling through student data and teacher feedback.* Evaluate STEM and coding and robotics through teacher and student feedback.* Student reports will reflect effective assessment strategies. - DELAYED IMPLEMENTATION.* Analysis of teacher and student reflections will impact future directions of STEM for 2021.* Environmental based learning activities DELAYED.	<p>Human Resources</p> <p>Staff Release for Analysis of Data</p> <p>Staff Release for Collaborative Discussion</p> <p>Consumable Resources</p> <p>STEM resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

Process 2: Staff engage in professional learning on learning progressions. Teachers monitor student progress and differentiate lessons.

Teachers attend STEM professional learning and visit current STEM education centres of excellence to explore effective evidence based teaching strategies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">* Analysis of data will indicate the level of student growth. * PLAN2 data comparisons from beginning of 2018 to now with the focus being on the percentage of students meeting targets. * Ongoing lesson observations and program supervision targeting differentiation strategies used by teachers. * Significant improvement in indicators being achieved within all aspects of the literacy and numeracy learning progressions, indicated by systematic and reliable assessment information. * Targeted students throughout the year continue to demonstrate improvement. * K-2 teachers are confident in	<p>Human Resources</p> <p>Data Dialogue Release</p> <p>Collaborative Stage Release for data analysis</p> <p>Consumable Resources</p>

Progress towards achieving improvement measures

differentiating teaching and learning to cater for the diverse needs ensuring that all students are challenged and all adjustments lead to improved learning. * Staff using STEM will complete a survey providing feedback on the effectiveness of STEM.

Funding Sources:
• Socio-economic background (\$11500.00)

Process 3: The Instructional Leadership team provides quality professional learning, targeting school priorities utilising existing expertise to enhance teacher's everyday practice.

Evaluation	Funds Expended (Resources)
* Evaluate Hexagonal planning (St2) and make modifications to possibly implement whole school for 2021. * Grok Learning as whole school program replacing Reading Eggs and Mathletics possibility for 2021.	No funds expended.

Next Steps

Next Steps 2021:

- Professional Learning targeted at Reading and Writing
- Professional Learning targeted at numeracy
- School investment in the Essential Assessment Platform to improve formative and summative assessment.
- Improved student growth and attainment in literacy and numeracy across the school.

Strategic Direction 3

Community and Cultural Connectedness

Purpose

To increase whole school community engagement through the establishment of effective partnerships with all stakeholders, developing student leadership roles, cultural awareness and sharing a common school vision with local communities by utilising staff and community expertise.

Improvement Measures

Utilise staff and community expertise to share their cultural knowledge and understanding to support continuity of learning for all students and strengthen parent partnerships.

Staff implementation of Parents as Teachers and Classroom Helpers (PaTCH) to support volunteers to act as parent helpers in the classroom.

Develop the leadership capacity of Aboriginal and Torres Strait Islander students through coaching and mentoring techniques delivered by the Aboriginal Education Officer

Overall summary of progress

Whole school community engagement was difficult to increase due to the COVID restrictions implemented in 2020. Alternative measures and platforms were initiated to help support the establishment of effective partnerships with all stakeholders. Sharing of staff cultural knowledge was via zoom meetings or emails with the school using social media to maintain strong community connection.

Progress towards achieving improvement measures

Process 1: Strengthen community partnership through existing programs to enhance student learning and wellbeing through increased attendance at community forums, workshops and yarn ups.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">PLP review meetings taking place in classrooms during Week 7. Year 6 Aboriginal and Torres Strait Islander students will also paint a coolamon/clap sticks with Cynthia that they can take home as a gift.Muru Badanami unable to happen due to continued COVID restrictions therefore Deadly Awards presented to students during Week 8. Photos will be taken of individual students which can then be printed off and sent home to families.	<p>Human Resources Relief teacher for PLP meetings</p> <p>Consumable Resources Muru Badnami invitations, staff awareness, student work preparation, afternoon tea.</p> <p>Funding Sources: • Aboriginal background loading (\$6000.00)</p>

Process 2: Source and implement community support and resources to establish new initiatives to meet the educational needs and wellbeing needs of our community.

Evaluation	Funds Expended (Resources)
Unfortunately all community events have had to be cancelled due to COVID-19 and no community members were allowed into the school grounds. Alternative activities were organised to acknowledge significant education events via at home learning packs and social media.	No funds expended

Process 3: Positive communication with parents and carers as partners in education will be encouraged through participation in PaTCH.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The implementation of PATCH program was not pursued this year. The training of staff to be facilitators conflicted with other whole school training requirements. There was also a lack of suitable community members able to commit to the ongoing requirement of this program for the year.	No funds expended

Process 4: Utilise existing expertise within the staff to enhance teaching and learning.

Evaluation	Funds Expended (Resources)
This process was cancelled due to limitations with COVID restrictions. Staff shared their knowledge and expertise with the community via video uploads to the schools Facebook page. Parents and students responded to the content in a positive way.	No funds expended

Next Steps

Next Steps 2021:

- Alternative school programs where community involvement can be improved as an alternative to PaTCH.
- Encourage parents through EALD morning teas to assist in the classroom.
- Utilise community breakfasts to become opportunities for parents to provide feedback.
- Identify and utilise expertise to build capacity in embedding Aboriginal education.
- Apply for school recognition with Narragunnawali Reconciliation in Education - RAP implemented over 4 year plan
- Yarn - Ups to be at different times.
- Sista Speak and Bro Speak Training.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Human Resources Aboriginal Educational Officer and Student Support Learning Officer. Casual Relief Consumable Resources Catering/Stationary Program requirements Signage Funding Sources: • Aboriginal background loading (\$76 469.00)	NAIDOC Day whole school workshops and performance with Matthew Doyle was cancelled due to COVID restrictions. NAIDOC activities were shared with community through class packs and on the staff shared drive for classes to complete individually or across the stage. PLP review meetings took place in classrooms. Students shared successes with each other.. Year 6 Aboriginal and Torres Strait Islander students painted coolamon/clap sticks with AEO to connect with families and community. Muru Badanami unable to happen due to continued COVID restrictions. Deadly Awards presented to students during Week 8 and photos were sent home to families.
English language proficiency	Human Resources 2.4 EALD teaching allocation Consumable Resources Literacy and Numeracy resources. Funding Sources: • English language proficiency (\$40 835.00)	The EALD staff and community events were cancelled due to COVID restrictions. EALD staff actively connected with families to support at home learning processes. EAL/D Specialist staff work collaboratively with classroom teachers to enhance learning outcomes of EAL/D students. Teaching English Language Learners Program (TELL) programming undertaken in 2019 provided a comprehensive program of professional learning that reflected EAL/D pedagogy in Literacy and Numeracy to support EAL/D learners. The outcome of this training enabled sharing of knowledge and resources with classroom teachers providing extensive information on explicit teaching of the four macro language skills- Listening, Speaking, Reading and Writing to English language learners and New Arrivals. Furthermore, staff received professional learning on Learning Progressions and were able to identify phase levels of EALD students within their class. Targeted Speaking and Listening programs implemented in Kindergarten assisted students to achieve appropriate phase levels. The teaching of L3 (Language, Learning, Literacy) in K-2 improved literacy proficiency in EALD students. Writing workshops in 3-6 involving Aboriginal perspectives enabled students to become creative writers. Bilingual SLSO support benefited the newly arrived students.
Low level adjustment for disability	Human Resources SLSO staffing Consumable Resources Support Unit Resources Funding Sources: • Low level adjustment for disability (\$108 213.00)	Additional SLSOs employed across the school to support student engagement and wellbeing in mainstream classes. This allowed students in mainstream classes to access a smaller class setting. Negative referrals from identified students decreased across the school. Resources to support engagement and wellbeing for students with a disability purchased, identified from both NCCD and those within the support class setting.

Quality Teaching, Successful Students (QTSS)	Human Resources Classroom Teacher Position Casual Relief Consumable Resources Teaching and Learning resources Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$119 202.00)	Through reflection and professional dialogue with the Instructional Leadership team, teachers demonstrate a deeper knowledge of syllabus documents in order to plan quality, differentiated lessons.
Socio-economic background	Human Resources Employment of additional staff for targeted school programs Consumable Resources Stephanie Alexander Kitchen and Garden Welfare Programs 3-6 Playground Funding Sources: • Socio-economic background (\$837 649.00)	Analysis of class programs and ILP's by Executive Leaders has indicated that majority of staff work collaboratively to produce quality differentiation programming that caters for all identified student needs across K-6 and the Support unit. Evaluation of Learning Progression to plot student achievement in correspondence with their Individual Learning Plan. 65% students achieved their ILP goals over the year (ILP's have only been implemented second semester to due flexible learning and modified assessing and reporting requirements) SAKG modified over the year and cancelled due to COVID restrictions. 3-6 Playground waiting for approval from Asset Management Unit. School communication systems waiting for approval from Asset Management Unit.
Support for beginning teachers	Human Resources Casual Relief Consumable Resources Professional Learning targeted at staff needs. Funding Sources: • Support for beginning teachers (\$28 195.00)	Beginning teachers were released for 1hr per week to work alongside their stage supervisors and or Instructional Leaders. Program implementation of this release was negotiated between the ECT and Executive member to ensure each beginning teachers needs were met. PAWS meetings were held 3 times per term and were mandatory for all beginning teachers. These meetings allowed for discussion and clarification around administrative and teaching and learning concerns brought up directly through Executive meetings or by the ECT's themselves. A strong bond is formed with ECT's as they support each other in this program throughout their beginning years of teaching.
Targeted student support for refugees and new arrivals	Human Resources Bilingual SLSO employment	Employment of bilingual SLSO supported school and family communication with refugee students. . Analysis of school data and the Tell Them From Me Survey indicates

Targeted student support for refugees and new arrivals	<p>Consumable Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$708.00) • Socio-economic background (\$32 000.00) 	improved outcomes in social and academic needs of identified students.
Early Action for Success	<p>Human Resources</p> <p>Casual Relief</p> <p>Consumable Resources</p> <p>Teaching and Learning resources - literacy and numeracy</p> <p>PLAN 2 professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$29 651.00) 	<p>Analysis of Term 4 baseline data against Term 1 baseline data indicated minimal student growth in literacy and numeracy. Teachers reflected that data dialogues with Instructional Leaders supported their capacity to identify individual needs of students and target their teaching and learning programs to improve student growth.</p> <p>Teachers using PLAN 2 observation and assessment platform for formative assessments.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	341	311	292	285
Girls	310	320	294	273

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.7	90.5	88.2	91.6
1	89.8	89.5	87.2	91.5
2	90.9	89.9	87.5	90
3	90.9	90.1	89.4	91.2
4	90.3	92.4	87.8	90.5
5	89.8	88.8	89.6	92.1
6	90.9	89.5	85.4	91.8
All Years	90.5	90.1	87.8	91.2

State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Attendance Policy Statements

- To support families of compulsory school aged children to be enrolled at, and to attend school.
- Students are expected to attend school whenever instruction is provided.
- To maintain an accurate attendance register (roll) and be available for inspection and audits by Executive staff and authorised personal.

Responsibilities and Delegations

Parents

1. Ensure their school aged children are enrolled at a government or registered non-government school.
2. Ensure their children attend school every day that it is open for instruction.
3. Required to explain reason for absence to the school on the day of the absence or within 7 days.
4. Work in partnership with the school to plan and implement strategies to support regular attendance at school.
5. Notify school of issues that impact their child's attendance or engagement with school.
6. Attain medical certificates or documentation if required by the school.

Principal and Attendance Coordinator

1. Provide clear information to students and parents regarding attendance requirements and consequences of unsatisfactory attendance.
2. Ensure effective measures are in place to monitor and follow up attendance.
3. Take responsible measures to contact parents promptly within two days of unexplained absence.
4. Maintain attendance records in approved format.
5. Ensure learning and support needs of students with attendance concerns are addressed in consultation with parents.
6. Records for student absences due to illness are sought after (medical certificates, parent approved contact with medical personal to develop health care plane).
7. Provide Professional Learning for all school staff on attendance requirements and obligation to promote and monitor attendance at school.
8. Identify students at risk of developing poor school attendance patterns through regular roll checks and audits.
9. Collaboration with other services to enhance the effectiveness of interventions with students and families.
10. Report any matter relating to school attendance where safety, welfare or wellbeing concerns arise to Community Services Child Protection Helpline or with Child Wellbeing Unit (Mandatory Reporter Guide).
11. Authorise codes for satisfactorily explained absences.
12. Decline to accept an explanation for absence and record the absence as unjustified.
13. Grant exemption in accordance with the Exemption from School - Procedures Document supplied by DoE.

School Staff

1. Provide a caring teaching and learning environment which foster students' sense of wellbeing and belonging to the school community.
2. Promote regular attendance at school through teaching and learning activities that support the needs of every child.
3. Maintain accurate records of student attendance in Sentral. Back date attendance codes where necessary.
4. Take responsible measures to contact parents promptly on the second day of an unexplained absence.
5. Make a Data Record in Sentral when attempting to call parents regarding attendance.
6. Alert the Attendance Coordinator (DP) when a student's pattern of attendance is of concern or if no explanation is received from the parent/carer.
7. Liaise with the School Learning and Support Team to implement strategies to support the attendance of children. Record these strategies using PBL Triangle for Attendance.
8. Report any concerns about the safety, welfare or wellbeing of a child to the Attendance Coordinator (DP) and Principal.
9. Display and use the Hebersham Public School Flow Chart of Attendance Policy to ensure correct procedures are followed regarding attendance concerns.

Program Implementation

The school has a number of programs running to improve overall attendance rates. Breakfast Club and Paper Bag Lunches are supplied to students to support the welfare of 'at risk students'. Daily check in with students identified in 'red' zone in attendance PBL triangles has increased the attendance rates of students who have been identified with the HSLO. Early referrals systems to HSLO has supported early intervention with families who require support getting children to school. Termly and yearly attendance awards have promoted a healthy approach to school attendance and shown increased improvement in attendance over the past 3 years.

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.12
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	8.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The school has employed four SLSOs in Kindergarten to support the engagement of students. The school also employed an extra three SLSOs in the Support Unit to support mainstream students who needed some support in a smaller setting. Employment of extra SLSOs in mainstream classes was introduced to support students with additional needs.

Professional learning and teacher accreditation

Targeted Professional Learning was aimed at creating safe, supportive learning environments. PBL, English and Mathematics, EAfS, , KAGAN Cooperative Learning and Visible Learning continue to be the main priorities of HPS and are embraced by all staff to ensure positive change. All teaching and non teaching staff wrote Performance Development Plans which also determined individual professional learning activities. Professional development for 2020 included new curriculum implementation, assessment and reporting, PLAN, TEN, L3, NCCD, coding, 8 Ways of Learning, EAfS as well as school based programs utilising expert staff including the literacy and numeracy Instructional Leaders. All teachers participated in mandatory courses throughout the year. All staff completed Code of Conduct, CPR, Emergency Care, Anaphylaxis and Child Protection training. Early career teachers were mentored by two experienced teachers as they progress from graduate to professional competence and beyond through three meetings per term during Professional and Welfare Support (PAWS) meetings. These meetings ensured that ECTs were supported in their teaching and programming. Support is also given to expand CRTs and ECTs professional development.

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	945,272
Revenue	7,259,588
Appropriation	7,190,368
Sale of Goods and Services	29,780
Grants and contributions	37,975
Investment income	1,266
Other revenue	200
Expenses	-7,325,923
Employee related	-6,638,141
Operating expenses	-687,782
Surplus / deficit for the year	-66,335
Closing Balance	878,937

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.

	2020 Approved SBA (\$)
Targeted Total	48,191
Equity Total	1,784,993
Equity - Aboriginal	152,746
Equity - Socio-economic	980,033
Equity - Language	325,234
Equity - Disability	326,981
Base Total	4,478,851
Base - Per Capita	145,072
Base - Location	0
Base - Other	4,333,779
Other Total	701,086
Grand Total	7,013,122

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. Parents/teachers and students are satisfied with reporting and conducting of three-way interviews was **98%**. Due to Covid restrictions three way interviews were conducted by phone. Staff and parents appreciate the communication structures in the school and suggested more electronic communication. Skoolbag has 378 users. Facebook was introduced in 2018 with constant parent involvement. Parents would like swim school to continue in 2021 and for support classes. Parents and students value the SAKG program and see an impact in their homes. In 2020 Support classes were included in cooking classes. Parents and staff are very satisfied with Children's First working with the school in delivering a playgroup with **12** families attending. This playgroup is the biggest in the local area that is being serviced by Children First. Due to Covid19 restrictions the playgroup was cancelled for the remaining of the year. In 2021 the playgroup will be reestablished. Teachers and students feel the weekly walkthroughs are very valuable in school engagement and participation. Staff feel that Hebersham Public School has a culture of collaborative practice in which professional dialogue, sharing of plans, ideas and resources support student engagement and achievement. **8.5 of** staff believe they set high expectations for student learning and student data informs their practice. **9.1 of** staff believe they establish clear expectations for classroom behaviour.

The Tell Them From Me survey showed **94%** of students have high expectations of success, **82%** of students believe they have a sense of belonging. The school has a high advocacy and high expectations of **87%** compared to state which is 67%

86% of Aboriginal and Torres Strait students felt good about their culture when they are at school. **87%** believe their teachers understand their culture.

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.

Hebersham Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and learning. Hebersham Public School continued this whole school focus throughout the year.

The school continued to implement Personalised Learning Pathways (PLPs). Our PLPs were an effective tool for increasing Aboriginal and Torres Strait Islander student engagement. Students regularly reflected on their progress towards achieving their goals and teachers assisted students in adjusting goals where necessary during their Personal Learning Pathway parent/carer meeting. In term four

The PLPs also allowed teachers to cater to the specific academic and social needs of each individual student. Student's individual goal was printed and displayed on student's desks as a visible goal for them to work towards. The students were presented with a 'Deadly Award' by our AEO and principal as due to Covid Elders and community were not able to attend.

In preparation for their transition to high school, Year 6 students completed a final PLP review during Term 4. The students received an Indigenous designed and bag gift pack as a farewell gift from Hebersham.

Due to Covid restrictions we were unable to proceed with our Muru Badanami Afternoons to celebrate learning with the community.

NAIDOC Week celebrated the history and culture of Aboriginal and Torres Strait Islander peoples. The week was a great opportunity for all our students to participate in a range of activities and to support our local Aboriginal and Torres Strait Islander community. The week included dance workshops and art activities.

The school recognised the significance of Sorry Day in acknowledging and recognising members of the Stolen Generations.

National Reconciliation Week saw the distribution of resources across the school to commemorate two significant milestones in the reconciliation journey, the anniversaries of the successful 1967 referendum, and the High Court Mabo decision.

Teaching and learning programs across the school continued to incorporate Aboriginal perspectives. Resources were shared and provided an additional tool to clarify ATSI history and culture. Hebersham Public School has continued to show their commitment to improving the educational outcomes and wellbeing of our ATSI students through the provision of identified professional learning opportunities.

With a focus on improving teaching methods in literacy and numeracy the Aboriginal Instructional leader developed the pedagogical practices of teachers to support and engage Aboriginal students in learning to improve their literacy and numeracy results. NAPLAN data was analysed and our school's strengths and areas of improvement were identified and used to set future directions for Aboriginal Initiatives.

Koori Play and Chat was unable to be implemented due to Covid restrictions but will start again in 2021.

Koori Club is an ongoing engagement program that supports our Aboriginal students. Through connecting our Koori students with each other they develop knowledge, pride and understanding of their culture. The club is timetabled once a week with a rotational stage attendance. Covid restrictions made it difficult to operate at time sthrough 2020.

Hebersham Public School has **121** students that identify as Aboriginal and Torres Strait Islander. The school continues its focus on improving the educational outcomes of Aboriginal and Torres Strait Islander students

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.

All classes teach anti-racism lessons and support the PBL motto 'be respectful to all'. Our school has an Anti-Racism Officer (ARCO) who works with the students and staff to develop their understanding of the implications of racism and discrimination

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.

HPS is a rich multicultural community with 21% of students from Aboriginal and Torres Strait Islander backgrounds and 50% of students from backgrounds with languages other than English. The largest group is made up of students from the Pacific communities. Harmony Day, NAIDOC and Cultural Diversity Day activities were celebrated across the school. Performances of individual and group cultural dances representing Samoa, Tonga, the Cook Islands and India featured alongside the Aboriginal and Torres Strait Islander Dance Group. All classes teach anti-racism lessons and support the PBL motto 'be respectful to all'. Our school has an Anti-Racism Officer (ARCO) who works with the students and staff to develop their understanding of the implications of racism and discrimination

Other School Programs (optional)

Crunch and Sip

Crunch and Sip was implemented and encouraged as a whole school program in 2019. 100% of teachers said it was part of their daily classroom routine. 85% of teachers said students brought fruit, vegetables or water every day.

Stephanie Alexander Kitchen Garden (SAKG)

We have continued to develop the Stephanie Alexander Kitchen Garden (SAKG) this year, a project that has been running since 2010. The SAKG was chosen as a strategic program to improve student engagement and community participation.

In 2020 the kitchen specialist was filled by a SLSO position (0.6). The garden specialist position was filled by an SLSO employee for 3 days a week. All Stage 2 classes attend a 90 minute lesson per week, with the classroom teacher, and are led by the kitchen specialist. The garden lessons are 30 minutes each week, attended by Stage 2 students and their teachers. Support classes also attended kitchen and garden lessons. Due to Covid restrictions modifications were made to the program.

The HPS SAKG continues to focus on our opportunity to be an exemplar in the community and as a tool to engage parents in our school setting. SAKG seeks to be a role model of healthy living, community involvement and sustainable gardening and kitchen practices.

Our SAKG garden won 1st prize and 2nd prize at the Blacktown City Garden competition in 2020.

SAKG will continue to be an important aspect in community engagement during 2021..