

# 2020 Annual Report

## Hambledon Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Hambledon 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.

### School contact details

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Hambledon Public School

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## School vision

Hambledon Public School is committed to providing a vibrant and innovative culture that engages every child through high expectations in learning excellence. We foster a nurturing environment that values inclusivity and engages our community in developing positive partnerships. We expect students to inquire, collaborate, create and communicate to become confident visible learners who have the skills to succeed, connect and thrive as global citizens.

## School context

Hambledon Public School serves a small part of the Quakers Hill Community in North-West Sydney. The school celebrated our 25th anniversary in 2019. With new housing developments the school has shown consistent growth with now over 740 students.

Our school has 25 students that identify as Aboriginal or Torres Strait Islander. Over half of our school student body identify as being from a language background other than English. Our FOEI (Family Occupation Education Index) is 59 and our ICSEA (Index of Community Socio-Educational Advantage) is 1044. Education and student achievement is highly valued by our school community.

Our staff expect students to be "Hambledon Learners" who inquire, collaborate, create and communicate. We have high expectations of our students, and our school motto "learning for life" encapsulates our vision for our students. As a Positive Behaviour for Learning (PBL) school, we focus on nurturing citizens who are respectful, responsible and safe.

Student learning and wellbeing is a priority for Hambledon's dedicated and conscientious staff. A mixture of experienced and early career teachers provide purposeful and engaging learning activities which cater for all students.

Our Learning Support Team(LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. They additionally develop and implement extension programs and opportunities for identified gifted and talented students.

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Excelling

## Strategic Direction 1

Students are engaged, self-motivated, successful learners

### Purpose

*Provide an engaging learning environment and culture which inspires and challenges students to become independent, self-regulated, learners who aspire to continually improve their own learning .*

*Assessment is used to direct, develop and deliver quality teaching programs that are responsive to the learning needs of each individual student.*

*The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support students to be risk takers, effective communicators, creative problems solvers and active learners and citizens.*

### Improvement Measures

TEN and L3 data to ensure 90% of students in Kindergarten to Year 2 achieve stage appropriate achievement.

80% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

100% of students and teachers will use learning intentions, success criteria, self assessments, and feedback to achieve personal curriculum outcomes.

Increase teacher, student and parent responses to learning culture and climate questions via Tell Them From Me Survey to be 3 points above the NSW Government Norm

### Progress towards achieving improvement measures

**Process 1:** Reform assessment processes to be flexible and formative so it improves student knowledge of criteria and enables evidence based judgements by teachers.

Evaluation	Funds Expended (Resources)
At Hambledon Public School, staff have continued to develop assessments that are flexible and formative. Through the online phase, staff used online platforms to assess students to ensure their learning was continuing and ensure teaching and learning was reflecting the needs of the students. The executive staff worked in collaboration to develop systems that can effectively track students in their reading from Kindergarten to Year 6. Learning goals were developed in consultation with students and teachers, this improved student knowledge and understanding of success criteria against the curriculum outcomes. Teachers spent quality time working in teams to ensure evidenced based judgements were made to determine students grades, reflect on the quality of the assessments and the impact they have on student learning.	

**Process 2:** Specifically teach students what constitutes a good learner to enable students to articulate and act on quality feedback and other learning focuses.

Evaluation	Funds Expended (Resources)
Students are able to articulate though their learning goals and feedback given what constitutes a good learner. Teachers reinforce the language throughout the learning journey and learning intentions, this is also guided by the success criteria. Feedback is used to drive children's understanding of the words and how it can impact on their learning, giving students ownership of their goal setting	

**Process 3:** Enhance training for staff in visible learning, formative assessment and growth mindset to ensure this philosophy is embedded into teaching pedagogy.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Staff continued to use their training in visible learning to ensure that they developed learning goals for their students. This was done in consultation with the students. The learning support team, in consultation with the classroom teacher developed learning goals for our most vulnerable students in reading.</p> <p>At Hambledon Public School we are fortunate to be involved in the Smiling Minds project. This up skilled the staff in mindfulness and how this helps develop a students growth mindset. Staff utilise the resources provided through the Smiling Minds team and use the curriculum as teaching points in their classroom. Each fortnight there is a focus that helps support a positive growth mindset, this focus is shared with our community through our newsletter and is taught to the children over the fortnight (Focus areas include managing emotions, setting goals, curious minds and making decisions)</p>	<p>Teacher relief to support professional learning and lesson observations. \$60,000</p>

**Process 4:** Reform the process, and student knowledge of, assessments so teachers and students use assessment criteria to improve learning.

Evaluation	Funds Expended (Resources)
<p>Staff across all stages have reined the assessment process to ensure they meet the needs of the students as well as give teachers point of time information of where their student is. This information is used to discuss programming within the teaching and learning cycle. Assessments have been developed to ensure there is a balance of formative and summative, this balance allows students to be given opportunities to show their understanding of concepts and content. Success criteria is made available to students, clearly outlining what is expected to achieve each grade/level.</p>	

**Process 5:** Direct resources to create learning environments which are engaging and allow for differentiation in learning.

Evaluation	Funds Expended (Resources)
<p>All classes have been well resourced to ensure that teachers and students have everything they need to be able to engage in their learning. The resources allow teachers to effectively differentiate the teaching instruction to cater for all students learning needs.</p>	<p>Resources to support literacy, numeracy and the use of technology in all classrooms. \$150,000</p>

## Next Steps

As we move into the next four year plan we will continue to:

- work on assessment processes and refining them to meet the ever changing needs of the students and as we embark on our understanding of the new syllabus'
- collect data, analyse and use consistent teacher judgement to develop a shared understanding of student achievement across a grade
- be involved in the Smiling minds project - building a positive growth mindset across the school

## Strategic Direction 2

Culture of high expectations and quality teaching pedagogy

### Purpose

*For all teachers to have the capacity and commitment to identify, understand and implement effective and explicit evidence based teaching practice. based on data.*

*Teachers create collaboratively designed programs which have clear learning intentions, success criteria and quality feedback. Explicit literacy and numeracy content ensuring adjustments, differentiation and integrated technology are part of quality teaching practice.*

*To ensure all staff develop and deepen pedagogical knowledge and practice to empower teachers to be reflective educators. Professional learning opportunities which support personal and school based goals through the use of the Professional Teaching Standards.*

### Improvement Measures

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and student learning improvement is monitored, demonstrating growth. (SEF V2)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF V2)

All teachers understand and explicitly teach literacy and numeracy, in all subject areas, with success that can be measured by improved student progress and achievement data.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional teaching standards and PDPs to monitor specific areas for development or continual improvement (SEF V2)

All learning programs, assessment strategies and data collection will utilise technology skills with these being explicitly taught across the school.

### Progress towards achieving improvement measures

**Process 1:** WALT and WILF and exemplars are integral to all focus lessons co constructed and communicated to students in child friendly language.

Monitor success and provide effective feedback to students and teachers.

Evaluation	Funds Expended (Resources)
The language behind learning intentions, success criteria continues to be embedded in the teaching and learning programs and whilst developing individual learning goals. Through the use of Seesaw, teachers provide students with feedback that is shared with parents in real time. Teachers work with their students to develop learning goals against the success criteria and give them feedback on their learning journey.	SeeSaw licenses purchased for all students and teachers \$ 5,700

**Process 2:** Ensure all staff have the resources and strategies to accurately differentiate using the continuum / learning progressions

Evaluation	Funds Expended (Resources)
Staff have the physical resources to be able to differentiate the curriculum. Four staff from the Stage 3 team have started undergoing professional learning on 'Focus on reading 3-6'. This professional learning has given staff the strategies to write English programs that differentiate instruction to	Classroom resources to support literacy and numeracy programs \$150,000

## Progress towards achieving improvement measures

support the learning needs of their students. Five staff were trained in TEN, through professional learning and demonstration lessons, staff were given the strategies and tools to be able to differentiate numeracy instruction for their learners. Staff are continuing to develop their understanding of the learning progressions.

**Process 3:** Ensure collaborative practice by improving data collection and recording, assessment skills to improve learning and support the in depth identification of students' learning needs to ensure these are addressed and reported accurately.

Evaluation	Funds Expended (Resources)
Staff regularly engaged in discussion around the data collected to determine grades during reporting periods and identify students who are requiring extra support and/or to be involved in the enrichment program . These discussions allowed for collaboration between teachers on a grade to develop a shared understanding of examples of grade appropriate exemplars. Collaboration also provide teachers to share expertise and support.	

**Process 4:** Implement the revised Positive Behaviour for Learning changes to ensure all students, teachers and parents can articulate what a Hambleton citizen and learner aspires to achieve.

Evaluation	Funds Expended (Resources)
Hambleton Public School has implemented the revised PBL (Positive behaviour for learning) changes. Students are able to articulate the language around what makes a good learner and citizen. This language is emphasised and rewarded through the PBL merit system, acknowledging students who embody this. The language is reinforced weekly through the school newsletter and through the posters displayed in each classroom and regularly updated by the SRC (student representative council) representatives who also remind their class of the expectations.	

**Process 5:** Support staff professional learning to ensure the full implementation of the new K-6 Science and Technology and Personal Development, Health and Physical Education Syllabus documents.

Evaluation	Funds Expended (Resources)
Staff are now implementing the current Science and Technology syllabus and the Personal development, health and physical education K-6.	

## Next Steps

- Ensure that the PBL language is embedded across the school, ensuring all new students have a clear understanding.
- Professional learning around the new English and mathematics syllabus' K-2.
- Effective feedback will continue to be focused on.
- Continue professional learning focusing on the learning progressions



### Strategic Direction 3

Foster a community which values and engages in learning

#### Purpose

*To foster a culture of high expectations and community engagement to promote wellbeing and ensure a positive attitude towards learning.*

*Enhanced partnerships through parent and community learning, leading to increased student and parent engagement in the learning process.*

*Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school's plan's strategic directions and meet the school's improvement measures.*

#### Improvement Measures

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders ( SEF V2)

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's, strategic directions and meet the school's improvement measures. (SEF V2)

The school engages in strong collaborations between parents, students and the community that inform and support community of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF V2)

#### Progress towards achieving improvement measures

**Process 1:** Utilise a wide variety of communication strategies to engage and elicit feedback from parents.

Provide parent/carers with opportunities to visit and engage with innovative practices e.g. STEM, L3, TEN and coding

Evaluation	Funds Expended (Resources)
2020 was the year that means of communication was challenged due to the restrictions in place of the COVID19 pandemic. Whilst plans would mean that parental and community engagement would involve onsite visits, we needed to look at effective platforms that would still allow us to communicate and engage the community. We used zoom to host parent teacher interviews, Microsoft Teams and Seesaw to share daily learning, have assemblies and run public speaking. P&C meetings were also hosted through zoom.	SeeSaw subscription for all students \$5,700

**Process 2:** Leadership development of all staff to enable teachers and executive to increase their skills and confidence to lead students, staff and school community members.

Evaluation	Funds Expended (Resources)
Executive staff provided professional training to all staff to develop an online platform to be able to teach students through the online period. This continued to develop their leadership, embarking on the challenges through this time., working with staff with all different levels of understanding. Through the professional training they also up skilled the students K-6 and parents.	

**Process 3:** Enhance and continue to grow pre school, primary and high school networks as well as work with external agencies to enhance student learning and ensure a smooth transition for all stakeholders at these key points.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The school has a strong connection with local pre-schools and the local high school. Transition to our school remained strong and was flexibly delivered in 2020. Due to restrictions, transitions were modified to ensure all students were given the opportunity to engage with the school before starting kindergarten. The students in year 6 also engaged with the local high school, getting a deeper understanding of what schooling will be like. These strong connections allow students to transition into their new learning environments successfully. Staff, parents, key stake holders and external agencies continue to work closely together to ensure that the student is well supported and resources are in place enabling successful transitions and the best start to their education at all key points..	Transition program casual relief costs - \$6,000

**Process 4:** Embed the ethos of a community of learners by participating in professional learning networks across other schools and learning communities to improve school practices.

Evaluation	Funds Expended (Resources)
Hambledon Public School continued embedding the ethos of a community of learners with our local learning community to improve practices. The executive team spent time with the executive teams across the Quakers Hill Learning community to engage in professional learning around school policies and procedures and whole school learning scope and sequences across all key learning areas. Across the learning community, all staff engaged in professional learning with the Department of Educations SLEC (school learning environments and change) team focusing on collaboration and classroom environments that foster collaborative learning.	

## Next Steps

- Distributive leadership will continue to be a focus, building the capacity of staff to lead change.
- Communication, community consultation and feedback will continue to drive change and reflection.
- Transitions are imperative for a successful start to kindergarten and high school. Hambledon will continue strengthening these transitions and building the connections to ensure successful learning.
- The learning communities will continue to improve school practices by identifying areas of common interest and investigate professional learning that meets the needs of all schools and their priorities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO extra support for students in classrooms, small group and individual to support PLP goals. \$10,296</p> <p>NAIDOC performance for all students - \$4,000</p> <p>Reading and numeracy resources - \$6,391</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$20 687.00)</li> </ul>	<p>All Aboriginal students had a PLP completed in consultation with the family and student. PLPs were regularly reviewed and adjusted to meet the learning and aspirational goals of the student.</p> <p>Aboriginal perspectives is embedded into the teaching and learning programs.</p> <p>Students celebrated NAIDOC week with an indigenous cultural programs.</p>
<b>English language proficiency</b>	<p>Allocated staff employed as our EALD team 8 days a week \$175,014</p> <p>Additional time purchased to support the EALD team adding another 2 days a week to support our students \$43, 754</p> <p>Resources to support new arrivals in literacy and numeracy \$8,575</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$175 014.00)</li> <li>English language proficiency (\$46 584.00)</li> </ul>	<p>The EAL/D team support students in classes, small groups and one on one for new arrivals. The EAL/D team put together resources to support students and their teachers to ensure student learning goals were being met.</p> <p>The EAL/D team worked hard with SLSOs, during COVID to support students with individual programs to support learning from home.</p>
<b>Low level adjustment for disability</b>	<p>An allocation of 5 days a week is utilised to support students from Kindergarten to Year 6.</p> <p>Additional flexible funds \$63,358 were used to employ an extra staff member 2 days a week and SLSO 2 days a week to support students individually and in small groups.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$109 384.00)</li> <li>Low level adjustment for disability (\$63 358.00)</li> </ul>	<p>Student learning support officers are employed to support students with their learning and social skills. The Learning and Support team meet on a fortnightly basis to review student learning adjustments and therefore, adjust timetables and support groups to continually meet the ever changing needs of the students and their needs.</p> <p>The intervention team worked together with SLSOs to create individual learning programs to support students due the learning at home phase. They made calls via Microsoft Teams to engage students in literacy and numeracy activities.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teaching staff employed to enable staff to arrange classroom observations.</p> <p>Executive staff released in class sharing arrangements to support the teachers they supervise.</p>	<p>Executive release time was allocated to allow executive members to support their staff and provide additional support when required. A flexible timetable was constructed where staff could book a time to observe fellow peers, this was linked to their Professional Development Plan (PDP) goals. Team teaching is funded through QTSS to up skill and share the expertise of teachers across all</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>3 Quality Teaching Rounds completed with 10 teachers participating last year.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$126 339.00)</li> </ul>	<p>key learning areas.</p>
<b>Socio-economic background</b>	<p>An additional learning support teacher was employed 2 days a week to support students in classrooms.</p> <p>Additional office time was bought 2 days a week to support programs for students.</p> <p>Families were supported to access uniforms, excursions and food when required to ensure all students felt happy at school.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$60 115.00)</li> </ul>	<p>Socio - economic funds were used to ensure that all students had equitable access to resources and education at school and at home. Assistance was also provided to students as necessary.</p>
<b>Support for beginning teachers</b>	<p>Additional release time allocated to teachers in the first and second years of teaching. 20,000</p> <p>Thrive - In Your First Five Years Early Career teacher program accessed by 8 staff at a cost of \$24000 from school professional learning funds.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$37 700.00)</li> </ul>	<p>Beginning teachers were given extra release time to support them in their planning, programming and lesson development. They utilise the extra rff to regularly observe lessons to build their capacity and understanding in literacy and numeracy. Beginning teachers are mentored by an executive and a mentor teachers who have conversations with them around strategies to support their students, lesson observation feedback, ideas around learning activities and differentiated instruction.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	340	342	370	385
Girls	306	311	335	331

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	95.2	94.3	94.4
1	93.2	94.2	94.3	93.6
2	94.8	95.3	93.4	95.2
3	93.2	94.1	93.1	95
4	94.6	93.6	93.8	95.9
5	94.3	94.3	93.1	94.7
6	94.5	94.2	93.5	95.2
All Years	94.2	94.4	93.7	94.8
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.

### 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)	4
Classroom Teacher(s)	27.62
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	4.47

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	924,205
<b>Revenue</b>	6,355,720
Appropriation	6,049,755
Sale of Goods and Services	47,241
Grants and contributions	252,930
Investment income	2,563
Other revenue	3,231
<b>Expenses</b>	-6,705,332
Employee related	-5,700,182
Operating expenses	-1,005,151
<b>Surplus / deficit for the year</b>	-349,613
<b>Closing Balance</b>	574,593

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	113,593
<b>Equity Total</b>	475,141
Equity - Aboriginal	20,687
Equity - Socio-economic	60,115
Equity - Language	221,598
Equity - Disability	172,742
<b>Base Total</b>	4,813,838
Base - Per Capita	169,555
Base - Location	0
Base - Other	4,644,282
<b>Other Total</b>	441,545
<b>Grand Total</b>	5,844,117

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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, Hambledon Public School engaged their community, teachers and students through the Tell Them For Me Survey, providing all community members, teachers and students with the opportunity to give feedback. The survey was linked to the school website, newsletter, school app.

Teachers at Hambledon Public School indicate:

- That classes are well resourced and teaching resources allow them to differentiate their teaching to cater for student needs.
- That they are well supported to teach the curriculum
- Professional learning is meaningful and supports teacher development.
- Teachers have a good understanding of how their students learn.

Students at Hambledon Public School indicate:

- They have positive behavior at school
- They put effort into actively engaging in their learning.
- They have positive relationships with their peers and teachers.
- They have a clear understanding of expectations in order to succeed in their learning goals.

Parents at Hambledon Public School indicate:

- That our reports are written in terms that are clear and concise and easy to understand.
- That parents are well informed about their child's behaviour and well being
- Parents are satisfied with the various platforms of communication.
- That they are satisfied with the support they received with assisting children to learn at home. This was even more evident, during the online learning phase.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.