

# 2021 Annual Report

## Hammondville Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Hammondville 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 Strategic Improvement 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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## **Message from the principal**

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It gives me great pleasure to present our Annual School Report for 2021.

2021 was a year like no other and I am incredibly proud of the dedication and resilience our school community showed throughout the challenges that were presented.

I'd like to especially thank the staff of Hammondville PS for your persistence and dedication to continually trying to find the best model of support for our students and families. You were relentless in their pursuit of providing educational continuity in a time that is completely unprecedented in our schools.

Thank you to our fabulous Hammondville community for your strength, compassion and partnership throughout 2021. I continue to be humbled by the care and respect you show our school on a daily basis. Always willing to lend a hand, always willing to sit and work collaboratively to solve challenges and always with the purpose of achieving success for all of our students. Thank you for your partnership.

To our 469 students, you are the reason we are here. We are honoured to work at Hammondville and provide you with quality education, supporting as you grow into our future leaders. Thank you for your voice, courage and determination to learn. This year, you have shown us how you face challenges and persist to learn all you can. We are all so very proud of you.

I look forward to a bright 2022 and working with you all to continue to strengthen our wonderful school.

Jodie Clark

Principal

## School vision

At Hammondville Public School we value the power of human connection to engage our school community in a culture of learning where everyone belongs.

Our purpose is to equip our students with the skills, understandings and dispositions that create knowledgeable, confident and active learners who persevere to have a positive impact on their world.

We aim to develop reflective, informed and compassionate teachers. Our teachers are discerning users of quality research and evidence, creating purposeful authentic learning for all. Determined to achieve school excellence, we inspire all students, teachers and leaders to reach their full potential.

Empowered by strong partnerships with our community, we foster a learning environment that moves beyond the school, encouraging an authentic sense of collaboration and belonging.

## School context

Established in 1933, Hammondville Public School continues our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 444 students. Set on large, leafy grounds 36.4km south-west of Sydney and 4.7 km from Liverpool., we offer a wide and varied curriculum and engage our community as partners in our learning.

Approximately 12% of our students come from Defence Force families due to the school's close proximity to the Holsworthy Army Base. The school employs a Defence School Mentor (DSM) who provides social and emotional support to these students and families.

The student population is inclusive of 22% of students who have a language background other than English and a growing Aboriginal and Torres Strait Islander population of 20.

Teaching and learning practices at the school are reflective of the needs of our students and are continually evaluated for impact by our expert teaching team, who are discerning users of research and employ evidence informed practice. As a result, all students across our school are engaged in quality, dynamic teaching and learning programs that challenge and support their needs as learners and as children.

# 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

## Strategic Direction 1: Student growth and attainment

### Purpose

To equip our students with the skills, understandings and dispositions that create knowledgeable, confident and active learners who persevere to have an impact on their world.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Formative Assessment & Differentiation
- Pedagogical Content Knowledge

### Resources allocated to this strategic direction

**Socio-economic background:** \$61,000.00

**Literacy and numeracy intervention:** \$47,090.00

**Integration funding support:** \$202,561.00

**Professional learning:** \$20,800.00

**English language proficiency:** \$34,000.00

**Literacy and numeracy:** \$5,000.00

### Summary of progress

A major focus in 2021 was the use of assessment data to drive teaching and learning. We experienced success across some stages as they worked in collaborative teams to determine quality assessment practices, evaluate and moderate evidence of learning and then use this to drive differentiated teaching. Impacted by events out of our control, this learning was primarily focused on reading this year.

Integration funding provided our most vulnerable students with support in the classroom, creating opportunities for targeted personalised learning for these students and their identified areas of need. By funding an additional class and creating an Assistant Principal, Instructional Leadership position, support for teaching and learning was further enhanced by smaller class sizes (particularly in the upper primary where there are significant needs) and also in the ability to have a school executive dedicated to building capacity of staff in the areas of reading and numeracy.

Our learning and support team model saw significant enhancement with the COVID Intensive Learning Program. At Hammondville, this program allowed us to envision, create and embed a model of support that saw a dedicated team member allocated to each stage. These experienced staff members worked in partnership with stage teachers to provide responsive, timely, and explicit intervention programs in literacy, numeracy, and wellbeing. Small focus groups were an essential component of this model, however, it was also supplemented by highly contextual classroom support.

Evaluated for impact every 5 weeks, these programs saw exceptional growth of students across all areas. This model will continue and will be enhanced further in 2022 with the addition of dedicated EALD and wellbeing teachers, responsive to the needs of our students, and a reflection of the changes in allocated funding.

Our executive team participated in professional learning in mathematics, focused on the building of pedagogical content knowledge in the big ideas of mathematics. Again, external influences impacted the growth we would have liked to have seen here, however, this will become a focus for 2022.

We had set out to see a change in the dialogue across the school in regards to curriculum and a growing narrative around learning. Combined with a focus on the PBL element of 'Be a Learner', the inclusion of this in our new awards system, combined with strategic development of the role of APIL, conversations, particularly with the school executive, have shifted to include a greater focus on learning and impact. Planning sessions across our teams are starting with a pronounced focus on student assessment to move learning forward. Assistant Principals are engaging with the Assistant Principal, Instructional Leadership to determine the learning needs and direction of each stage before collaboratively designing the next professional learning episode.. The re-structure of the Learning Support Team has made it possible to offer a consistent staff member per stage, offering a consistent and thoughtful approach to supporting remediation, enrichment and targeted wellbeing programs.

With the impact of the disruptions offered by covid, this impact wasn't as extensive as we had hoped, however, the intensity of it as we design how to reach all of our students to provide continuity of learning has most certainly shifted. Stage meetings have a focus on professional learning tied to our Strategic Improvement Plan. Professional learning in stage planning days and stage meetings has a very tight learning focus and our teams are thoughtfully engaged in needs based, process driven professional learning in reading. Executives are also involved in quality professional learning in

numeracy, with this focus identified to continue well into 2022 and beyond.

Integration funding provided our most vulnerable students with support in the classroom, creating opportunities for targeted personalised learning for these students and their identified areas of need. By funding an additional class and creating an Assistant Principal, Instructional Leadership position, support for teaching and learning was further enhanced by smaller class sizes (particularly in the upper primary where there are significant needs) and also in the ability to have a school executive dedicated to building capacity of staff in the areas of reading and numeracy.

As we move into 2022, we will further embed quality assessment and collaboration processes in our work across all stages, with support from our newly appointed Assistant Principal, Curriculum and Instruction (APCI). Furthermore, we look forward to exploring the new K-2 syllabus documents in English and mathematics in Stage 1 as a self-selected school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top Two Bands</b>  An increase of at least 4-5% in the number of students achieving in the top 2 bands in NAPLAN reading  An increase of at least 3-4% in the number achieving in the top 2 bands in NAPLAN numeracy (measured from baseline)	We have met the lower bound target for the percentage of students achieving in the top two bands in reading.  Our results in numeracy in 2021 NAPLAN indicate that the percentage of students achieving the top two bands in numeracy is below the baseline.
<b>NAPLAN Growth</b>  An uplift of 1.5% from baseline in the number of year 5 students demonstrating expected growth in NAPLAN Reading.  An increase of at least 1.5% in the number of students demonstrating expected growth measured through NAPLAN Numeracy	We have surpassed our upper bound target (2024) for achieving expected growth in reading by 11.55%  We have increased the percentage of students demonstrating expected growth in numeracy by 1%
<b>School Excellence Framework - Data Skills and Use</b>  Data Skills and Use elements in the School Excellence Framework are assessed at <i>Delivering</i>	The school's on-balance judgement for this element is: <i>Delivering</i>  Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.  The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.  Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.  Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.
<b>School Excellence Framework - Assessment</b>  Assessment elements of the School Excellence Framework are assessed at <i>Sustaining and Growing</i>	The school's on-balance judgement for this element is: <i>Delivering</i> .  Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

<p><b>School Excellence Framework - Assessment</b></p> <p>Assessment elements of the School Excellence Framework are assessed at <i>Sustaining and Growing</i></p>	<p>Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.</p> <p>Students know when and why assessment is undertaken.</p> <p>There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.</p>
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## Strategic Direction 2: Empowered Teachers and Leaders

### Purpose

To invest in teachers so they are aspirational, confident and have the pedagogical content knowledge to move learning forward at an individual, class and whole school level.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Empowered, Knowledgeable and Confident Teachers
- Leading a Learning Culture

### Resources allocated to this strategic direction

**Professional learning:** \$36,420.00

**Socio-economic background:** \$61,000.00

**QTSS release:** \$22,423.00

**School support allocation (principal support):** \$22,423.00

### Summary of progress

A major focus in 2021 was the use of assessment data to drive teaching and learning. We experienced success across some stages as they worked in collaborative teams to determine quality assessment practices, evaluate and moderate evidence of learning and then use this to drive differentiated teaching. Impacted by events out of our control, this learning was primarily focused on reading this year. Structures that enabled this collaborative approach to assessing, teaching, and learning included stage planning days that were held once per term, as well as establishing an expectation that stage meetings will have a professional learning focus. Using QTSS funds, executive staff were afforded a day per fortnight. Executive days are a feature of the resource model, assisting to provide high-quality professional learning to build the capacity of teachers and teams through Strategic Direction 2. Executive days are flexible in their structure, allowing Assistant Principals to best meet the needs of the learners in their teams.

In each two-week cycle, each stage was afforded one executive day in which to support teachers with shoulder - to shoulder classroom support, engage in mentoring with AP Instructional Leader, provide time to plan stage planning days/meetings, and plan for emerging needs.

Aspects of the timetable unused by exec planning days were used to provide further support to the teaching teams in the way of negotiated lesson observations, team teaching episodes, and demonstration lessons. This model allowed for staff working outside of stage teams to have more equitable access to professional learning and support eg LaST, library, RFF. Flexible days will be negotiated and planned for in collaboration with the Assistant Principal Instructional Leader.

The established structures of stage planning days and professional learning focus in all meetings, as well as the establishment of executive days, created a structure that was sustainable across all stages, as that can be continued and adapted given any context eg reading, mathematics, wellbeing.

Discussion around evidence of student learning that occurred in stage planning days paved the way for a collaborative approach to planning the next teaching sequence. Complimented with the follow up with stage meetings and executive days, the structure allowed for flexibility in providing differentiated professional learning support for our classroom teachers, including allowing opportunities for team teaching, observations, and demonstration lessons, allowing our teachers to have support as they made the link between educational research and classroom practice.

Our executive team participated in professional learning in mathematics and focused on the building of pedagogical content knowledge in the big ideas of mathematics. Again, external influences impacted the growth we would have liked to have seen here, however, this will become a focus for 2022.

We had set out to strengthen the learning culture across our school by taking a strategic, informed approach to teaching and learning that was led by the school executive. Our executive collaboratively developed our leadership charter, clearly setting out our vision for success for all stakeholders at Hammondville PS. The model for professional learning at Hammondville PS was created and as a team, the executive shared their vision of what a learning culture will look like eg admin through email, stage meetings, and planning days have a planned, deliberate professional learning focus. Expectations of how executive days were to be used were communicated, allowing all elements of our model to be included in the structure. All stages participated in the model that was integrated into current systems and structures, successfully building on the strengths and high-quality relationships evident across the school.

There is evidence of a range of successes that have occurred at Hammondville. External factors had a significant impact

on our school operations and the result of this has been that stages have had varying success in implementing this model. Stages that were impacted less by absences showed significant growth in pedagogical understanding, responsive, differentiated teaching and learning, and, anecdotally, curiosity and investigation of curriculum impact.

Our beginning teacher program started very strong this year with the focus on two young, enthusiastic teachers and their partnership with carefully selected mentors. Through weekly face-to-face sessions and opportunities for in-class support, our beginning teachers continue to thrive. While we were not on site for such an extensive period of time, the program continued via online platforms, continuing the support and holistic growth of both the mentees as well as growth in the leadership capacity of mentors.

Hammondville Public School invested in our teacher's capacity this year through the appointment of an Assistant Principal, Instructional Leader. This role facilitated success in the professional learning of classroom teachers as well as the leadership team, with a focus on developing a consistent understanding of effective reading pedagogy. Te APIL worked alongside all teachers K-2 to establish baseline expectations of student achievement and scaffolded their learning by delivering targeted professional learning, with follow-up in classrooms with shoulder-to-shoulder support so that our teachers were able to translate educational research into practice. The school executive was supported in their understanding of effective pedagogy in reading instructions, as well as a focus on the leadership of the curriculum. While factors outside our control resulted in much time offsite, the impact of this role was significant, particularly K-2.

Our Quality Teaching, Successful Students funding was used to provide capacity-building opportunities for all classroom teachers and executives so that each and every child at Hammondville could benefit from confident, competent, and informed classroom pedagogy. Provided with one day per fortnight off class, Assistant Principals were afforded the opportunity to further support with individual needs of their team. This flexible model provides space for team teaching episodes, lesson observations, reflection sessions, and time to work alongside the APIL to build and embed a shared vision of success for their teams and stage of students.

An element of our Socio-Economic funding was designated for the creation of the APIL position, with the purpose of providing professional learning across the school in explicit teaching and differentiated practice for the benefit of all students. The impact that this position had was remarkable, impacting the engagement of students in quality teaching, differentiated classroom practice to support teachers as they provide personalised learning for their students, and also set up school systems and structures that will enable this role to continue with a range of curriculum contexts.

In 2022, we will have our Assistant Principal, Curriculum & Instruction appointed. Building on the successes of 2021, we will continue to drive pedagogical content knowledge as we prepare for the introduction of the new K-2 syllabus documents. These also include the strategic use of decodable readers, a new element for Hammondville that we are excited to learn more about. We will continue to build psychological safety within our teams as we build confident, reflective risk takers who are continually in pursuit of providing quality teaching and personalised learning.

Our learning culture will continue to evolve as executive team members participate in the 3 Rivers 4 Learning course, with a focus on developing professional learning communities in our school. We will use educational research to reflect on our current model of professional learning and to inform our design of a model that provides our teachers and school with not only time to participate in high impact professional learning, but also invests in time and space for teachers and teams to reflect collaboratively plan and observe quality practice in classrooms, enabling our teachers to be come resources for each other.

We will aim to commence our Aspiring Leadership program in 2022 as we have a growing number of teachers who are contemplating career paths and demonstrate emerging leadership skills.

Our beginning teacher program will continue to evolve in 2022 as we welcome new staff to our team in their first 2 years of teaching. paired with the growing number of aspiring leaders, the mentoring aspects of this program will be focused on holistically developing our new teachers and setting them up for a long and successful career in Public Education.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Evidence-Informed Teaching Practice</b>  Teachers demonstrate an emerging awareness of evidence-informed teaching practices that can be used to support learning for students in reading	Teachers worked with our APIL to consider current educational research in reading and then collaboratively design the next lesson sequence. Student learning data has identified the areas of phonemic awareness and phonics (K-2) and vocabulary development (3-6) as focus areas for development.  All teachers were involved in this initiative, however, the impacts of covid-19 learning from home phase had a considerable impact on the extent to which

<b>Evidence-Informed Teaching Practice</b>  Teachers demonstrate an emerging awareness of evidence-informed teaching practices that can be used to support learning for students in reading	these practices are embedded in our practice.
<b>Collaborative Practice</b>  Collaborative practice occurs within stage teams with scheduled opportunities for professional conversations around student learning data	Professional learning is structured so that all stage meetings and planning days are focused on teacher learning. Teachers are involved in conversations centred on evidence of student learning and the teams work collaboratively to plan the next teaching sequence, drawing in the education
<b>School Excellence Framework - Learning Culture</b>  Learning Culture elements will be assessed as ' <i>Delivering</i> '	<p>The school's on-balance judgement for this element is: <i>Sustaining and Growing</i></p> <p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment</p> <p>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p>
<b>School Excellence Framework - Curriculum</b>  Curriculum elements will be assessed as ' <i>Sustaining and Growing</i> '	<p>The school's on-balance judgement for this element is: <i>Delivering</i></p> <p>The school offers a curriculum that meets the requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.</p> <p>Teaching and learning programs describe what all students are expected to know, understand and do.</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>
<b>School Excellence Framework - Learning and Development</b>  Learning and Development elements will be assessed as being at ' <i>Sustaining and Growing</i> '	<p>The school's on-balance judgement for this element is: <i>Sustaining and Growing</i></p> <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> <p>Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead who are mentored</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.</p>

<p><b>School Excellence Framework - Educational Leadership</b></p> <p>Educational Leadership elements will be assessed as being at '<i>Sustaining and Growing</i>'</p>	<p>The school's on-balance judgement for this element is: <i>Sustaining and Growing</i></p> <p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-informed teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.</p> <p>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</p> <p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</p>
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## Strategic Direction 3: Wellbeing & Powerful Community Partnerships

### Purpose

To create a culture that builds an authentic sense of self identity and belonging, recognising and empowering families as a source of valuable knowledge to support student achievement and school improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing & Belonging
- Powerful, Authentic Community Engagement

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$88,138.92

**Socio-economic background:** \$9,000.00

**Flexible Funding for Wellbeing Services:** \$500.00

### Summary of progress

This Strategic Direction was a driving force behind our work in 2021.

A key priority for our school this year was revisiting, reflecting in, and redesigning the purpose and impact of our award system, to better connect our school expectations of Be Safe, Be Respectful and Be A Learner, as well as bridge an important gap between having our families share in the celebration of learning.

We spent the year continuing to strengthen our relationship with our Home School Liaison Officer as we take a more holistic approach to student attendance, prioritising relationships with families and a shared effort to ensure our students are at school and learning.

We continued to employ our Assistant Principal, Learning and Support to lead the school's approach to providing equitable access to learning for our students. This role is a strong link between our families, counsellor, third-party providers and our school practices.

As a Community of Schools, we planned for an increasing and diverse array of learning opportunities for teachers and students across the 4 schools, strengthening the way we work collaboratively with and with each other. Our staff enjoyed a differentiated School Development Day. Our student leadership teams enjoyed a strategic look at leadership development activities that built confidence and competence in leadership. We had also planned for our annual Community of Schools concert and a connected, purposeful Aboriginal Education group, led by the senior students at Holsworthy High School.

Hammondville PS has a clear focus on the establishment and sustainability of authentic partnerships with our community. Throughout 2021, these relationships were all the more important as we faced challenges through restrictions across the LGA. We found new ways of working together as we prioritised well-being for our families and students, working strategically and collaboratively with our dedicated P & C.

Our biggest enabler across all of these initiatives is our commitment to quality relationships with all stakeholders and our shared purpose of student success. Each of these initiatives could not have been possible without all stakeholders communicating effectively and having a strong moral purpose.

Our award system has now been completely reconceptualised, underpinned by learning and the clear understanding that learning is more than curriculum. Teachers allocate 4 awards per week at assembly based on learning completed by students in and out of the classroom. Our awards were designed by our Aboriginal group and informed by the school's strong ties to our Defence Force. With the collection of 3 awards, students move 'up' a level from Cadet, Lieutenant and then Captain. These level awards are presented at a whole school PBL assembly at the end of each term.

Our attendance processes have been redesigned and communicated clearly to our staff, community and students. In partnership with our HSLO, we have revisited our attendance policy and flow chart, developing a clearer understanding of the mandatory processes that are necessary and the roles of all stakeholders incl classroom teachers, executive, principal and HSLO. Our HSLO attends 2 learning support meetings per term, contributing a valuable insight into how we analyse, interpret and understand attendance patterns and provides support for the HSLO program, if required.

We had great plans for our Community of School for 2021, however, the challenges that faced schools and our LGA were far too significant and resulted in many events unable to occur. We look forward to continuing our strong partnership with our Holsworthy Community of Schools in 2022

At the beginning of 2021, our priorities included building more purposeful partnerships with our families that welcomed them into our culture of learning and communicated to them how much we desire to work with them as partners in their children's learning. We were relentless in our pursuit of aligning our wellbeing as a precondition for learning, with a focus on attendance and establishing practices and initiatives that build a sense of self-awareness and belonging. We set out to model and teach our students the necessary skills to build positive, respectful relationships.

We focused on the development of our social media ecosystem as a driving force behind communicating our purpose to our community. We established clear processes and systems that we would use for communications to families, allowing them to remain informed but also allowing them into our classrooms and initiatives so they can experience the amazing things that happen at our school each and every day.

We aimed to revisit the mandatory expectations of monitoring school attendance and to establish a school-wide flow chart that articulated the roles of students, teachers, executives, learning support teams and principals in the monitoring of attendance of our students and also in assisting families in understanding why attendance at school is crucial to their child's success.

We have successfully reimagined our award system, aligning it with the growth and achievement of student learning and ensuring that parents and caregivers are aware of what their child is being recognised for. This system, including the design of certificates and reward tokens, is ready for implementation in 2022 after being endorsed by our P&C.

Our social media ecosystem has evolved and has gained significant traction, with an increase of 300 'followers' across our community, the country, and also overseas. The strategic sharing of our culture of learning right across our school assists in providing a discourse for families as they work with the school and share their own stories of learning with their children.

Throughout 2021 we worked closely with our Home School Liaison Officer to build the capacity of our staff around attendance practices and mandatory aspects of our roles. The school executive revised and continues to build and strengthen, our shared framework and processes so that we work in partnership with our families to ensure our students are at school every day. Prior to the learning from home phase in June 2021, we achieved our lower-bound target of the percentage of students attending school over 90% of the time.

The allocation of funds to this strategic direction was predominantly targeted at the employment of our APLST (3 days per week), who oversees equitable access to learning and supports the coordination of wellbeing support for our students. The impact of this role cannot be understated and the impact is reflected in the number of students who are part of our targeted Learning Support programs across the school for both learning and wellbeing, and the success that they have experienced.

We have experienced significant success around student wellbeing and the strengthening of powerful partnerships with our families as partners in learning. We look forward to completing our identified learning focuses that were unable to happen during learning from home last year.

We look forward to opening our school to welcome our parents and community members and implementing evidence-informed change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

### **Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<b>Attendance - System Negotiated Target</b>  An uplift of 3% from baseline in the number of students attending school more than 90% of the time	We have surpassed our lower bound target for attendance by 0.4%
<b>School Excellence Framework - Community Engagement</b>	The school's judgment for this element is: <i>Sustaining and Growing</i>  The school regularly solicits and addresses feedback on school

The element of Community Engagement will be assessed as being at ' <i>Sustaining and Growing</i> '	performance from students, staff, parents and
<b>Wellbeing - System Negotiated Target</b>  An uplift of 2.5% from baseline in the number of students experiencing positive wellbeing at school	We have demonstrated a growth of 6.06% growth in students experiencing positive wellbeing at school
<b>School Excellence Framework - Wellbeing</b>  Wellbeing elements are assessed as being at ' <i>Delivering</i> '	<p>The school's on-balance judgement for this element is: <i>Sustaining and Growing</i></p> <p>Every student can identify a staff member to whom they can confidently turn for advice and assistance at school</p> <p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p> <p>The needs of all students are explicitly addressed in teaching and learning programs.</p> <p>Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school</p>

Funding sources	Impact achieved this year
Integration funding support \$202,561.00	<p>Integration funding support (IFS) allocations support eligible students at Hammondville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment &amp; Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/curriculum adjustments]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Appropriate levels of support for funded students. Funds are used strategically to provide support where each individual requires it. This included support in the classroom, during transitions, in the playground, or to cater to sensory needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue with the strategic implementation of SLSO support, regular review meetings with families, and flexible delivery. Continue to seek advice in best practice from Learning and Wellbeing Advisors, working collaboratively with all stakeholders to provide the most flexible, appropriate support to meet individual needs.</p>
Literacy and numeracy \$5,000.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hammondville Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Pedagogical Content Knowledge</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Our school used Carry Forward funds from previous years to establish an Assistant Principal, Instructional Leader. This role was undertaken by an experienced member of our school executive. The purpose of his role is to provide high-quality professional learning for all teachers in literacy and numeracy. The APIL worked collaboratively in planning days and shoulder-to-shoulder with classroom teachers to link educational research and</p>

Literacy and numeracy  \$5,000.00	<p>classroom practice, with a focus on reading and numeracy, determined by school learning results (NAPLAN, Check In Assessment, Phonics Screener and classroom assessment records). NAPLAN results for reading have been exceptional, with our school surpassing the 4 year targets in reading. Our results in numeracy, however, highlight the need to make this a future direction of professional learning across our school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Utilising the skill set of our newly appointed APCI (who previously held the position of APIL at Hammondville in 2021), we continue to build on our strengths from the last few years. Our focus in 2022 includes continued focus on high-impact pedagogy in reading and mathematics, including the introduction of the new K-2 syllabus documents. We will be refining the use of our QTSS funds to enhance the professional learning model of our teachers and continuing to interrogate the learning data of our students to direct support needs in both literacy and numeracy,</p>
Professional learning  \$57,220.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hammondville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment &amp; Differentiation</li> <li>• Pedagogical Content Knowledge</li> <li>• Empowered, Knowledgeable and Confident Teachers</li> <li>• Leading a Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modeled, guided, and independent reading</li> <li>• provision of collaborative learning time in all stages to enable staff to plan for data-informed teaching and learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Appropriate support provisions for our most vulnerable with classroom and playground support provided, based on the individual learning needs of students.</p> <p>professional learning for our Learning and Support team (incl those as part of Covid ILSP) to be trained in CELF-5 language screener to support concerns over language development in students. With a screener conducted at school by our team, our school has confirmation regarding the need for an expensive diagnostic speech assessment and can better support teaching and learning program development for the needs identified.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuing the strategic allocation of SLSOs and tier 3 individual programs for students who receive IFS funding.</p> <p>Continue to determine complexity in classrooms to ascertain if extra staffing should be applied to assist with student-to-teacher ratios, ensuring that our students receive maximised teacher support for learning.</p>
Socio-economic background  \$131,000.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hammondville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Empowered, Knowledgeable and Confident Teachers</li> <li>• Formative Assessment &amp; Differentiation</li> </ul>

<p>Socio-economic background \$131,000.00</p>	<ul style="list-style-type: none"> <li>• Powerful, Authentic Community Engagement</li> <li>• Wellbeing &amp; Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of APIL to work in classrooms and in planning sessions to build teacher capacity in providing evidence based research as an integral feature of teaching and learning programs</li> <li>• Allocated funding to support the establishment of an additional class, resulting in smaller class sizes to allow students to have increased density in teacher support for learning and wellbeing, increasing achievement in educational outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Significant support for professional learning with the employment of our APIL, who drives teacher and executive curriculum learning. Teachers have been able to work collaboratively, engaging with educational research and considering how it applies in classroom practice.</p> <p>The funds allocated to the provision of an additional class assisted in reducing class sizes to better balance the complexity of student need in each classroom, allowing increased teacher time and student engagement in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Covid had a significant impact on the lengths at which our new processes were embedded. This structure of reflecting on student's achievement, engaging in professional learning and then collaboratively planning lesson sequences will be further strengthened and embedded in 2021.</p>
<p>Aboriginal background \$1,550.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hammondville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students at Hammondville Public participated in the first 'Belonging' day, hosted by East Hills PS in Term 1. The purpose of this day was to join purposefully with local schools to learn about and celebrate Aboriginal and Torres Strait Islander cultures. The day was an incredibly successful one and our students were involved in activities such as painting with Aboriginal Artists, yarning with elders, and traditional games.</p> <p>From here, we had planned to build a Community of Schools Aboriginal Culture group, led by the senior Aboriginal students at Holsworthy High School, however, the external impacts of 2021 made this unable to occur.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We aim to re-establish our links with our Community of Schools Aboriginal group in 2022, including for NAIDOC celebrations. Our vision is to also work with Georges River Education Centre and our Elders through the AECG to strengthen our understanding of local traditional Aboriginal culture and language and have our Aboriginal students work with this to rename the classroom blocks in our school to reflect the traditional owners of the land</p>

Aboriginal background  \$1,550.00	we learn, live and grow on.
English language proficiency  \$34,000.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hammondville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment &amp; Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support delivery of targeted initiatives</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> needs-based, process-driven support for students learning English as an additional language. This program was integrated meaningfully with our Learning and Support Team, with a focused staff member supporting students in each stage. Students were supported in withdrawal and in-class support models.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further enhance this model and seek additional professional learning in EALD as our number of students with English learning needs continues to grow, ensuring we are supporting all learners at Hammondville to be successful and have equal access to the curriculum.</p>
Low level adjustment for disability  \$88,138.92	<p>Low level adjustment for disability equity loading provides support for students at Hammondville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing &amp; Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> <li>• Employment of LaST and interventionist teacher</li> <li>• Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• Employment of Assistant Principal, Learning and Support to lead the Learning Support team and build the capacity of school executives and teachers to meet the needs of our most vulnerable students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of the Assistant Principal, Learning and Support continues to be instrumental in the coordination of support structures in learning and wellbeing across the school. This position works closely with families and third-party providers to ensure that our most vulnerable learners are supported in their learning. The APLST provides mentoring support for teachers and leaders in the construction of Access Request development, with the purpose of having funds allocated to support individual needs and personalised learning. Our APLST oversees the provision of SLSO time to students who receive IFS and coordinated the provision of professional</p>

<p>Low level adjustment for disability \$88,138.92</p>	<p>learning to our strong SLSO team of 7.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue the employment of APLST so that impact is maintained. As this role is wide and diverse, we will work collaboratively with our leadership to construct a role statement for this position to ensure equitable involvement by stage Assistant Principals and the APLST, ensuring that all students in our school are known, valued and cared for.</p>
<p>Flexible Funding for Wellbeing Services \$600.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Hammondville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Powerful, Authentic Community Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release for case conferences and developing intervention strategies</li> <li>• Staffing release to provide individual transition preparation support to identified students</li> <li>• Delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling</li> <li>• Targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>2021 was a challenging year and offered many challenges in wellbeing. These funds were identified and allocated to be used to initiate our Fathering Project partnership, however we were unable to get this started this year. We will most certainly be looking at how we can re-engage in 2022.</p> <p>With the re-launch of PBL in our school and a reconstruction of the award system, we looked carefully at the processes for celebrating achievement, as well as signage for the communication of expectations, and extension of our school culture of learning and belonging.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>2022 will see these funds rolled over to ensure that we are able to continue our plans to support the well-being of our students. PBL continues to be strengthened, with teacher consistency in language a prime focus. We will be using the tracking of playground and classroom incidents in Sentral to inform our focus for each week, so that we are more responsive to the needs of our learners.</p>
<p>QTSS release \$22,423.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hammondville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Leading a Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Assistant principals provided with additional release time to support classroom programs</li> <li>• Staffing release to align professional learning to the Strategic</li> </ul>

QTSS release  \$22,423.00	<p>Improvement Plan and develop the capacity of staff</p> <p><b>The allocation of this funding has resulted in:</b>  Assistant Principals have space for differentiation of professional learning of their team, inclusive of team teaching, mentoring, observations and reflections. This shoulder-to-shoulder support provides teachers with timely support and feedback about their application of educational research in practice, thereby creating the best opportunities for our students to thrive and continually benefit from best practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  2021 was the first year that we commenced this structured view of Ap support for teams with clear expectations linked to the Strategic Improvement Plan. The implementation of this program saw many benefits, but also highlighted the need to further refine our implementation of the model, including equitable participation of all staff in the prgram. 2022 will see the refinement of this.</p>
Literacy and numeracy intervention  \$47,090.00	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hammondville Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment &amp; Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• Employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  targetted support for students at all levels of achievemnt and growth. Our Learning and Support Team provides a straegic approach to supporting the learning and wellbeing needs of our students. With one LaST member allocated to each stage, the relationships and knowledge of each student and teacher is exceptional. LaST members work in class and use the withdrawal model to support our most vulnerable students, our targetted growth students, and our high potential students as well as running wellbeing programs in resilience, courage, perseverance, and friendships. The impact of this strategic approach is exceptional and seamlessly complements classroom programs across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to implement this model of support across the school, in partnership with the COVID ILSP program expectations. Our team will move to an explicit focus on using the Literacy and Numeracy Learning Progressions to support and inform planning, teaching, assessment, and reporting.</p>
COVID ILSP  \$141,599.72	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP \$141,599.72</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• Development of resources and planning of small group tuition</li> <li>• Releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>High level of impact in learning support programs (literacy, numeracy and wellbeing) operating across the whole school. We have implemented this program as a driver of needs-based, process-driven support at Hammondville. The COVID ILSP team work with targeted groups of students who are identified by student learning data. Specific programs are constructed to meet the learning needs of these students and then achievement and growth are measured at 5 weekly intervals. Grouping is fluid, allowing students to come in to and out of groups as required, ensuring we are responsive to the individual needs of all identified students. During our Learning from Home phase in 2021, these groups continued with our LaST team to provide small group instruction and support. Achievement and growth was exceptional, particularly in the area of phonemic awareness and phonics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue to have our stage-focused LaST implement the OVID ILSP seamlessly with the additional support options provided by our school. We will start to use the Literacy and Numeracy Progressions to plan, teach, assess and report on student learning, allowing all student learning data to be shared with classroom teachers, support staff and leadership team members easily and effectively.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	237	238	229	223
Girls	227	220	212	216

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	94.7	95.4	95.8
1	93	92.3	93.8	93.6
2	94.2	93.6	94	94
3	93.8	93.3	94.5	92.9
4	94.2	93.6	92.6	93
5	92.9	94.1	93.8	92.9
6	91.5	92	93.8	92.8
All Years	93.2	93.4	94	93.5

  

State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### **Management of non-attendance**

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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)	4
Classroom Teacher(s)	17.39
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.22

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	<b>2021 Actual (\$)</b>
<b>Opening Balance</b>	585,868
<b>Revenue</b>	4,898,927
Appropriation	4,706,086
Sale of Goods and Services	12,343
Grants and contributions	179,685
Investment income	414
Other revenue	400
<b>Expenses</b>	-4,634,482
Employee related	-4,114,575
Operating expenses	-519,907
<b>Surplus / deficit for the year</b>	264,445
<b>Closing Balance</b>	850,313

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.

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	239,503
<b>Equity Total</b>	342,601
Equity - Aboriginal	16,894
Equity - Socio-economic	82,798
Equity - Language	34,405
Equity - Disability	208,504
<b>Base Total</b>	3,390,902
Base - Per Capita	108,714
Base - Location	0
Base - Other	3,282,188
<b>Other Total</b>	362,202
<b>Grand Total</b>	4,335,208

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

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

## **Community Satisfaction - *Tell Them From Me***

Parents were invited to respond to our school culture and practices via the Tell Them from me Survey in Term 4 of 2021. We had 13 parents provide their thoughts and feedback to our school. Results of this survey included:

Communication with the school is above state (NSW Govt) norm, with 91% identifying that staff are helpful when they have problems or questions, and 83% responding that they are well informed of school events, can easily discuss concerns with their child's teacher and that communication from our school is in clear, plain language.

In addition, feedback on school safety identifies that we are also above the state (NSW Govt) norm for supporting student safety, with 89% responding that their child feels safe at school as well as when traveling to and from school.

Moving forward, 60% of parents identified that they were kept informed of their child's social and emotional development. Our school will use this feedback as we move into 2022 and consider how we can improve our practice here.

## **Student Satisfaction - *Tell Them From Me***

Students in years 4-6 were invited to provide feedback on our school practices via the Tell Them from me Survey in Term 4 of 2021. We had 143 students provide their thoughts and feedback to our school. Results of this survey included:

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

87% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour.

70% of students felt that their teachers set clear goals for learning, established expectations, check for understanding, and provide feedback.

80% of students identified that they know where to seek help if they are being bullied or see someone else being bullied.

## **Staff Satisfaction - *Chipping Norton Network School Culture Survey***

As a network each year, the Chipping Norton Principals Network requests the contributions of all staff (inclusive of administration staff, SLSOs, and General Assistant) in an anonymous survey that seeks feedback on the practices, communication, and culture of our school.

Our aspects to celebrate include:

- 100% of staff say that our leaders value the ideas of others
- 100% of staff agree that the school vision and strategic directions reflect the values of the community
- 100% of staff agree that teachers at Hammondville spend time planning together
- 100% of staff agree that the school vision provides a clear sense of direction for staff
- 96% of staff agree that staff are willing to help out whenever there is a problem
- 88% of staff strongly agree that the work of SASS is highly valued in our school

Some aspects that we need to revisit and focus on include:

- 52% of staff agree that teachers have time to observe each other teaching
- 87% of staff agree that staff work collaboratively to develop and evaluate programs and projects
- 83% of staff agree that instructional practice is discussed and debated openly

As an outcome of these results, we aim to provide more time in 2022 for teachers to work collaboratively in their teams to discuss instructional practice, plan lesson sequences together, and to design school systems that enable flexibility in teachers being able to learn from each other by observing classroom lessons to link educational research to daily practice.

# 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.

## Aboriginal Education - School statement

The planning for our First Nation's priorities in 2021 was comprehensive and took advantage of the wonderful connection we have with our Aboriginal community, elders, and our Community of Schools. We participate in the first Belonging Day in Term 1, attended enthusiastically by many schools at East Hills Public School.

Our Holsworthy Community of Schools had planned for extensive initiatives across the school year, including opportunities for First Nation's perspectives to weave strategically and purposefully throughout all activities and initiatives. Unfortunately, due to circumstances outside of our control, we were unable to see these plans to fruition.

Aboriginal Education remains a priority for our whole school and we plan to further strengthen our relationships with our LLAECG, Community of Schools, and Aboriginal families in 2022, for the betterment of our students' learning and connection to culture.

## Anti-Racism Policy

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

## Anti-Racism - School statement

Hammondville Public School is committed to eliminating racism. We work with our school community to provide education that includes strategies that build intercultural understanding and knowledge about our cultural diversity, and encouraging cultural inclusion is essential for enabling the equitable participation of people from all cultural, linguistic, and religious backgrounds. These strategies help prepare all students for effective participation in our culturally diverse society.

Hammondville Public works to integrate the learning of anti-racism as an essential element of our Positive Behaviour for Learning Framework as we continue to teach about respect, inclusion, and belonging for all members of our community.

We appointed our new Anti-Racism Contact Officer in 2021. This teacher was included in extensive learning about the importance of the role and their expertise is drawn upon to inform school practices and procedures.

## Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

