

2021 Annual Report

Hill End Public School



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Introduction

The Annual Report for 2021 is provided to the community of Hill End 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.

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School vision

At Hill End Public School we strive to provide a safe and stimulating environment where all students are included and valued.

Our academic program engages all students in reaching the highest levels of success, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical and creative members of a global society.

School context

Hill End Public School is a small primary school situated midway between the larger centres of Bathurst (85km) and Mudgee (75km). The school is staffed by a group of experienced teachers and colleagues and has a current K-6 student enrolment of ten students including 20% who identify as Aboriginal.

The school is situated within an Historic Site managed by the Parks Service Division Office, Environment and Heritage NSW. This unique, preserved setting is visited by thousands of tourists each year. The school is a focal point in the village and community.

Key focus areas for the school include catering for individual student strengths, developing positive and constructive parent-school partnerships, and enhancing networks, both within the Department of Education and within the wider community.

In 2021 through both our situational analysis and self-assessment survey, a deep and committed cornerstone for our school will be continued research, professional development, planning, delivery and evaluation of our Knowledge Based Classroom program based on the Science and Technology Syllabus. This approach to the core structure of our teaching and learning will ensure that we remain committed to delivering a dynamic learning experience based on higher-order thinking (Bloom's Taxonomy), the STEM pedagogical model and future-focused experiences formed around high student expectations.

In 2021 the school will continue to focus teaching and learning programs on a knowledge-based approach to teaching and learning. This will be undertaken in conjunction with an examination of our explicit teaching of essential English and Mathematics skills. Professional Learning will be undertaken by all teaching staff with the following objectives of the curriculum and pedagogical expertise.

- Strengthen explicit teaching of literacy and numeracy skills based on selected elements of the Quality Teaching Framework.
- Enhance the use of authentic forms of assessment data within the school including the further development and use of explicit learning intentions, student goal setting, and a clear assessment framework to guide teaching and track students in the school from Early Stage 1 - Stage 3.
- Implement the use of Higher Order Thinking skills by students through Bloom's Taxonomy with the objective of creating a stronger environment based on Student Self-Regulation and High Expectations (QTF).
- Continue to create a stimulating and engaging learning environment where all students feel supported in taking risks, 'making mistakes', and clarifying their thinking through questioning.

As a small, isolated school the enhancement of valuable professional collaboration between colleagues at similar schools and throughout the Department of Education will play an important role at the school. The development of collective knowledge, skills, and collegial support will be used to drive further student growth, and provide opportunities for students to extend their opportunities for learning and for staff to expand on their opportunities for professional development and leadership.

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	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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 engage all children in a quality learning environment that supports, encourages and guides every individual student toward personal success. To use effective teaching practice aligned with accurate data to provide a responsive and dynamic educational program meeting the needs of students.

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.

- Effective Teaching Practice
- Data to Inform Practice

Resources allocated to this strategic direction

School support allocation (principal support): \$13,350.00

Location: \$6,942.00

Socio-economic background: \$1,300.00

QTSS release: \$1,300.00

Per capita: \$1,600.00

Literacy and numeracy: \$1,070.00

Low level adjustment for disability: \$10,680.00

COVID ILSP: \$5,340.00

Summary of progress

At Hill End Public School we have evaluated our effective teaching of literacy and numeracy through DoE tools including Teaching Professional Standards and the What Works Best (WWB) framework

Both of these resources have been examined for alignment with explicit teaching within Hill End Public School. We have reviewed and strengthened our formalised student assessment tools and the dissemination of assessment data within the school enabling a collective focus on student achievement. This has also resulted in enhancements including the use of a literacy and numeracy data wall accessed by both students and staff. The information presented upon the wall is used to support the academic success of individual students. Information relating to individual students is then shared with parents on a regular basis to further enhance and support student learning.

Literacy and numeracy funding has been used to enhance the explicit teaching of reading through a systematic approach to phonological knowledge, comprehension and fluency. The explicit teaching of reading has been further supported through the integration of language rich texts based on Science and Technology themes driving the Hill End Public School Knowledge Based Classroom (KBC).

COVID ILSP funding was used effectively throughout 2021. The funding allowed the release of teaching time to provide individual student support for Kindergarten to Year 2 students. Individual student progress was tracked closely through both ALAN data and the literacy and numeracy progressions. Student engagement in the program through the use of the COVID funding was high and positive.

Staff have researched and evaluated Knowledge Based Classrooms, the STEM pedagogical model and the WWB document in relation to teaching practices at the school.. This has enabled a closer integration of elements of the STEM pedagogical model and Knowledge Based Teaching. In addition to these developments. We have enriched our scope and sequence to guide school planning over a four year cycle from 2022 - 2025.

High levels of student engagement and student achievement throughout the school are reflected in essential elements of both reading and numeracy and have been documented through a range of formal assessment tools and data sources.

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
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<p>NAPLAN</p> <p>At least 60% of students will achieve expected growth in numeracy based on NAPLAN data.</p> <p>At least 60% of students will achieve expected growth in reading based on NAPLAN data.</p>	<p>Due to the small size of the cohort and reporting protocols, results are not able to be published or commented on. Families receive individual reports on student achievement and are offered the opportunity to meet with teaching staff to discuss aspects of the assessment.</p>
<p>All students achieve or exceed expected individual growth in Literacy and Numeracy using the literacy and numeracy progressions and syllabus outcomes.</p> <p>Internal measurement</p> <p>Reading</p> <p>All Kindergarten students will achieve a proficient understanding and working ability of phonological knowledge.</p> <p>All K- 6 students will achieve or exceed expected individual targets in school based, phonic, reading fluency and comprehension assessment outcomes.</p> <p>Numeracy</p> <p>All K - 6 students will achieve or exceed expected individual targets in school based numeracy assessments</p>	<p>2021 has proven to be a positive year for individual student growth.</p> <p>Internal data showed all students in the program made growth against their identified goals. All kindergarten students achieved both a proficient understanding and working ability of phonological knowledge. This was measured and tracked through authentic assessment tasks providing accurate student data.</p> <p>Similarly numeracy outcomes and achievement were closely tracked and targeted to meet student needs and facilitate personalised teaching . Personal Learning Plans (PLP's) were developed and regularly reviewed for all students within the school. These plans allowed teaching staff to review and refine lessons and activities to meeting individual student needs. All students within the school met or exceeded numeracy targets set for them throughout the year.</p>
<p>In elements of the School Improvement Plan the school is moving towards:</p> <p>Assessment - Excelling</p> <p>Curriculum - Excelling</p> <p>In the teaching domain:</p> <p>Professional Standards - Excelling</p> <p>Effective Classroom Practice - Excelling</p> <p>Data skills and use - Excelling</p>	<p>2021 has proven to be a strong year for progress within the school. In terms of curriculum the school's curriculum supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools including Glen Alice Public School and the Mudgee Small Schools Network.</p> <p>In reflecting on the teaching domain and effective classroom practice it is clear that all lessons are systematically planned as part of a coherent program that has been collaboratively designed.</p> <p>Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.</p>
<p>Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands in reading.</p>	<p>As a part of the Lithgow Network of schools Hill End Public School is committed to facilitating an improvement in the percentage of students achieving in the top two bands in reading. Due to the small size of the cohort and reporting protocols, results are not able to be published or commented on. Families receive individual reports on student achievement and are offered the opportunity to meet with teaching staff to discuss aspects of the assessment.</p>
<p>Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands in numeracy</p>	<p>As a part of the Lithgow Network of schools Hill End Public School is committed to facilitating an improvement in the percentage of students achieving in the top two bands in reading. Due to the small size of the cohort and reporting protocols, results are not able to be published or commented on. Families receive individual reports on student achievement and are offered the opportunity to meet with teaching staff to discuss aspects of the assessment.</p>
<p>Increase the percentage of Aboriginal</p>	<p>Due to the small size of the cohort and reporting protocols, results are not</p>

students achieving the top 3 NAPLAN bands in reading and numeracy.

able to be published or commented on. Families receive individual reports on student achievement and are offered the opportunity to meet with teaching staff to discuss aspects of the assessment.

Strategic Direction 2: Leadership and a High Expectations Culture

Purpose

To model and support a culture of effective, evidence based teaching focused on ongoing improvement and high quality service delivery. Staff and resources are used to optimise learning for students.

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.

- Collaborative Teaching Practice
- Community Engagement To Enhance Student Learning

Resources allocated to this strategic direction

Professional learning: \$4,272.00

Summary of progress

Collaboration between colleagues and throughout the network of small schools within the Lithgow School Network was somewhat disrupted in 2021 due to the Covid19 pandemic and restrictions to delivery of teaching, professional learning and community interaction.

In 2021 staff at Hill End Public School continued to work remotely with Glen Alice Public School where possible. This included the collaborative approach to reviewing, designing and delivery of a Knowledge Based Classroom program.

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
Student and family survey data show an increase in positive engagement in response to student welfare and academic expectations and progress.	In 2021 student and family survey data showed a high level of positive support for the ongoing delivery of a Knowledge Based Classroom teaching program. Parents strongly agreed the school continually seeks ways to improve student outcomes and engagement through a balanced approach to explicit teaching of literacy and numeracy alongside a Science and Technology based foundation to classroom lessons and learning. All students feel that the school is an interesting, safe and happy place where they are cared for and respected.
In the teaching domain: Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.	In 2021 Teaching and learning programs at Hill End Public School reflected visible learning while incorporating examples of What Works Best in practice. Teacher confidence is growing with ongoing collaboration through the teaching and assessing cycle both at Hill End, and with Glen Alice Public School. While the impact of Covid19 lock downs were widely felt throughout the community our school remained focused on the delivery of high quality, evidenced based teaching practice.
An increased number of students working towards 90% attendance all of the time.	In 2021 Hill End Public School 100% of students recorded 90% or above student attendance.
All teachers working towards proficient as validated against the Australian Professional Standards for Teaching 1.4 (Strategies for teaching Aboriginal	In 2021 all teaching staff have worked to design and implement effective teaching strategies that are responsive to the local community and cultural background and histories of Aboriginal and Torres Strait Islander students. Our school continues to provide an awareness of Aboriginal culture, history,

and Torres Strait Islander students) and 2.5 (Literacy and Numeracy Strategies).

and contemporary Aboriginal Australia. In implementing the Aboriginal Education Policy, all our children study aboriginal history, culture and current Aboriginal Australia, in a cross-curricula program. We also offer programs, incorporating aboriginal studies perspectives in all learning areas. As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for Welcome to Country that acknowledges the traditional owners of the land

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,300.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hill End Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Combined with per capita funding additional staff have been employed to implement the Knowledge Based Classroom to support all students in the development and attainment of academic skills and knowledge. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Science and technology aligned with a Knowledge Based Classroom (KBC) have provided the foundation for classroom programming. • There is a whole-school approach to planning and a focus on individualised delivery. • Teaching staff are committed to ensuring that programming is published prior to the commencement of the school term. • School planning is based on a scope and sequence built on the Science and Technology syllabus. • Preserved explicit English and Maths lessons are incorporated into all classroom planning and delivery. • Planning is collaborative, reflective and inclusive of all staff. • Programming is reviewed and refined based on school and student needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Ensuring that there is a continued focus on both student engagement and student outcomes. • To review and develop the majority of learning in context, aligned with our topic studies. • Ensuring classroom programming is inclusive of all students. • Developing a model that classroom programming aligns local, national and global perspectives. • Foster student social development through play, and that classroom lessons provide opportunities for a diverse range of skill, activities, and learning needs including future-focused, construction, creative arts, play and project-based learning
<p>Low level adjustment for disability</p> <p>\$10,680.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hill End Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Students requiring additional support to access the curriculum were assisted through adjusted learning in all classrooms, targeted interventions and additional support in classrooms through regular and ongoing personal tuition time. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in

<p>Low level adjustment for disability</p> <p>\$10,680.00</p>	<p>meeting the literacy needs of identified students</p> <p>The allocation of this funding has resulted in: Clear and positive growth in literacy and numeracy outcomes against the students' individual plan goals. This has been measured by improved literacy and numeracy outcomes as measured by internal school assessment referenced against benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of teaching staff to ensure the effective and supportive development of teaching and learning programs meeting the needs of individual students through individual and small group tuition.</p>
<p>Location</p> <p>\$6,942.00</p>	<p>The location funding allocation is provided to Hill End Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Examination and further development of the STEM pedagogical model and implications within Hill End Public School. <p>The allocation of this funding has resulted in: A comprehensive and consistent focus on aligning both STEM and information technology with Knowledge Based Classroom (KBC) lessons and activities. This has given ongoing benefits in terms of both student engagement and outcomes at Hill End Public School. The resulting use of funding has ensured that STEM activities including computer lessons, robotics, digital photography, and design/engineering lessons are combined and aligned with both the Knowledge Based Classroom and explicit literacy and numeracy lessons. Students engage and work with future-focused technology in direct relationship with wider classroom studies and topics. The use of the STEM pedagogical model has driven clear growth in student knowledge, personal and group dynamics, student planning, personal success, scientific testing, and reflection.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued assessment and updating of school and student technology as required and suitable. Continued purchase and access of students to 1:1 personal computer resources. Ongoing review and trial of technology for positive educational outcomes and benefits.</p>
<p>Professional learning</p> <p>\$4,272.00</p>	<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 Hill End Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching staff met to discuss Personal Development Plans, and how they align with both the What Works Best framework and the Strategic Directions of the Hill End Public School Improvement Plan. <p>The allocation of this funding has resulted in:</p>

<p>Professional learning</p> <p>\$4,272.00</p>	<p>In studying the Best Practices document a number of elements were identified as being strongly supported and implemented at Hill End Public School. Some of these included explicit teaching and the use of exemplars, lesson outlines and learning intentions.</p> <p>Under managing cognitive load a significant strength was agreed through the use of Knowledge Based Classroom topics every term. By closely aligning PDP's and professional learning this has enabled the school to deliver essential content , with a coherent focus. Collaboration within Hill End Public School was seen by teaching staff as a particular strength within the school starting with the development of PDP's. Our planning has shifted into a stable, coherent focus driven by best practice, shared resources and a shared responsibility for success.</p> <p>After evaluation, the next steps to support our students with this funding will be: Shared professional learning was identified as an area that needs consideration with isolation and direct support coming from District Office as barriers to this aspect of professional development. It was noted that our school has embraced change, been driven by student needs and prepared to undertake initiatives such as Knowledge Based Classroom, STEM and the Radical Reading Challenge to drive and enhance student academic growth and engagement, professional learning targeting these outcomes will drive focus into the next cycle of the School Improvement Plan.</p>
<p>School support allocation (principal support)</p> <p>\$13,350.00</p>	<p>School support allocation funding is provided to support the principal at Hill End Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Enabled improved administration processes within the school. <p>The allocation of this funding has resulted in: Ongoing structured release from class to ensure critical Departmental reforms and systems are developed, implemented and reviewed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued effective use of the funding to ensure the professional undertaking of essential work by the school principal in alignment with Network, Department and school priorities.</p>
<p>Literacy and numeracy</p> <p>\$1,070.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hill End Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Throughout 2021 teaching staff met to review, consider and refine current models and strategies used in the teaching of both reading and numeracy at Hill End Public School. Consideration was given to what elements may have been enhanced, changed, reduced or eliminated. • Online program subscriptions to support literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$1,070.00</p>	<p>The allocation of this funding has resulted in: As a result of the funding, focused and explicit teaching of both literacy and numeracy was delivered to all students within the school. Infant students were recorded as all developing a foundation of phonological knowledge, sight words and comprehension skills. Phonological knowledge, sight words and comprehension were tracked via an assessment wall including sounds, words, and reading levels.</p> <p>Guided reading based on the Book of the Day texts was enhanced through the purchase of resources. Funding also allowed time for teaching staff to comprehensively align reading texts to classroom program content. Evaluation ensured that texts used within the classroom environment focused on comprehension, fact-finding and vocabulary.</p> <p>An annual reading challenge was developed through teacher release time to engage readers within the school and enhance academic outcomes. The initiative was found to be highly successful in both engagement and providing a 'bump' for all student reading levels. Our reading program expanded on the Knowledge Based Classroom program allowing students to clearly demonstrate the use of technical language and vocabulary as observed within the class through teacher observations and formative assessment.</p> <p>Some use of computer technology to match and support independent reading progress was made available for access by students. This further resulted in higher student engagement in reading, and academic attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued access to the planning, teaching and evaluation cycle by all teaching staff at the school. The ongoing reviewing, access and purchase of relevant online educational programs to support literacy and numeracy. Continued review, update and purchase of literacy and numeracy resources to meet the needs of students.</p>
<p>QTSS release</p> <p>\$1,300.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hill End Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Time was provided for teaching staff at the school to work collaboratively developing resources and reviewing and implement teaching and learning strategies ensuring quality delivery of teaching throughout COVID19 disruptions. • Additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: As a result of using QTSS funding students at Hill End Public School continued to receive personal teaching and learning with minimal disruption due to the Covid19 pandemic. Plans and resources were developed and accessed when required due to individual student or family circumstances throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: As a result of the planning for, and delivery of teaching under the difficulties presented by the Covid19 pandemic and remote learning the school is better prepared to ensure that quality teaching and learning can, and will take place for students, under remote learning situations or other unforeseen disruptions.</p>

<p>COVID ILSP</p> <p>\$5,340.00</p>	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups. <p>The allocation of this funding has resulted in:</p> <p>All infant students receiving targeted Covid support demonstrated clear growth and achieved 100% working ability of phonological skills. All infant and primary students accessing the initiative achieved or exceeded their individual targets in both reading and numeracy assessments as recorded through internal school data through 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued access to individual teacher support for students, using the funding to identify and meet student needs, closing knowledge gaps, and ensuring that all students work towards their personal highest potential.</p>
<p>Per capita</p> <p>\$1,600.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hill End Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Used along with Socio-Economic funding additional staffing have been employed to implement the Knowledge Based Classroom to support all students in the development and attainment of academic skills and knowledge. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Science and technology along with a Knowledge Based Classroom (KBC) provide the foundation for programming. • There is a whole school approach with individualised delivery. • Teaching staff are committed to ensuring that programming is published prior to the commencement of the school term. • School planning is based on a scope and sequence built on the Science and Technology syllabus. • Preserved explicit English and maths lessons are incorporated into the KBC. • Planning is collaborative, reflective and inclusive of all staff. • Programming is reviewed and refined based on school and student needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Ensuring that there is a focus on both student engagement and student outcomes. • Reviewing and developing the majority of learning in context, aligned with our topic studies. • Ensuring classroom programming is inclusive of all students. • Developing the model that classroom programming attempts to align local, national and global perspectives.

Per capita \$1,600.00	<ul style="list-style-type: none">• Considering that student social development through play is encouraged through programming, and that classroom lessons provide opportunities for a diverse range of skill, activities and learning needs including future focused, construction, creative arts, play and project-based learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	3	4	4	8
Girls	5	5	3	2

Student attendance profile

School				
Year	2018	2019	2020	2021
K		89.8	90.4	93.4
1			92.9	93.5
2	98.9	94.5		95.3
3	96.1	94.8		
4		99.5	85.1	100
5	99.5		97.9	90.2
6	93.7	99		98.9
All Years	97.4	95.9	91.8	94.2
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	92.8
1			91.7	92.7
2	93.5	93		92.6
3	93.6	93		
4		92.9	92	92.5
5	93.2		92	92.1
6	92.5	92.1		91.5
All Years	93.2	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

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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

	2021 Actual (\$)
Opening Balance	105,218
Revenue	376,474
Appropriation	364,814
Grants and contributions	10,771
Investment income	89
Other revenue	800
Expenses	-353,276
Employee related	-319,671
Operating expenses	-33,605
Surplus / deficit for the year	23,198
Closing Balance	128,416

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	14,314
Equity - Aboriginal	0
Equity - Socio-economic	1,390
Equity - Language	0
Equity - Disability	12,924
Base Total	310,784
Base - Per Capita	1,726
Base - Location	7,121
Base - Other	301,937
Other Total	17,336
Grand Total	342,435

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2021 parents and students were surveyed on questions directly relating to the Radical Reading Challenge initiative developed and undertaken in the third term within the school. The initiative aimed to encourage engagement by students and families in reading, and boost reading skills for all students within the school.

Questions were scaled allowing data to be presented as a percentage with the higher percentage representing a more positive response from both groups.

Students were questioned about their engagement with the initiative, the children gave a 97% positive response to enjoying sharing their reading diaries on a daily basis at school.

Students showed a 95% positive response to the question; "Would you do the Radical Reading Challenge again."

In the final question "Are you proud of your reading?" The response was a 97% return by the students.

The same scale was used to present responses from the parent survey, all three questions were returned with extremely positive feedback of 95%.

The questions included;

Did you notice your child enjoyed reading at home more during the Radical Reading Challenge? 95% positive.

Did you observe a change in your child's reading ability while the Radical Reading Challenge was running this term?
95% positive

Did you find the process of supporting the Radical Reading Challenge easy to manage? 95% positive

One parent commented; "Genuinely motivating - huge uptake in the number of books read through their own volition.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

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.