

2021 Annual Report

Hamilton South Public School



3795

Introduction

The Annual Report for 2021 is provided to the community of Hamilton South 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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Message from the principal

While COVID disruptions in Semester 2 left a lasting impression of the year that was, 2021 also saw the implementation of our 2021-2024 School Improvement Plan. This plan set the directions for HSPS and was informed by a comprehensive situational analysis conducted in 2020.

A great deal of progress was made in each of our 3 strategic directions, the details of which are included in this Annual Report.

I would like to acknowledge and thank our entire community for welcoming and supporting me in my first year at HSPS. Particular thanks to:

- The P&C - To all the wonderful members of the P&C who work hard for the students and the school. Despite the challenges in shifting to remote learning in Terms 3 and 4 and shifting COVID Safety guidelines, the feedback, guidance and support of the P&C was a constant.
- Our wonderful canteen committee - especially Mary and Sam who were so flexible when it came to split timetables and online ordering as well as community engagement with our Solstice breakfast. They have a solutions focus to every hurdle and hopefully 2022 provides more opportunities to work together.
- The Music committee - Semester 1 saw the largest number of students involved in the band program. Unfortunately the guidelines made it impossible to continue bands in Semester 2, but there was no doubt that if there had been a way of making it happen, the music committee, tutors and conductors would have done so.
- The Friends of Hamilton South - a very successful Easter egg raffle, Mothers' Day stall and a drive through Fathers' Day stall would not have happened without their contribution. Similarly, their assistance with Kindergarten orientation mornings was greatly appreciated.
- P&C Executive - although the P&C is highly valued, it could not function without the dedicated efforts of the executive. Thank you on behalf of the community for your hard work and commitment to support our school.
- Our students and staff - Joining a school in the role of principal is always a challenge. For the students and staff to show such kindness, trust and patience as I became familiar with them, the site, the culture and the history of HSPS has been wonderful.

It has been a privilege to work with the HSPS community in 2021 and I am looking forward to 2022.

Mark Warren

School vision

Hamilton South Public School strives for personal excellence through high expectations in an inclusive, innovative environment.

We endeavour to understand and respond to students' developmental, wellbeing and learning needs in order to provide a strong foundation for continued learning success throughout school and beyond.

We work in partnership with parents, carers and colleagues towards the shared goal of our students becoming confident and creative individuals, successful learners, and active and informed community members.

School context

Hamilton South Public School is an inner city school, consisting of 15 mainstream classes and 3 classes for students with disability. In 2021 the school's enrolment was 407 students. This includes 15 Aboriginal and Torres Strait Islander students and 56 students with a Language Background other than English.

Our students are hardworking members of our school community who value a positive school experience where they can develop life long learning skills and strive for continual academic improvement. We have dedicated, highly effective teachers who strive to provide a range of quality learning opportunities for all students.

We offer various creative arts programs including a training band, rock band, concert band, choirs and Star Struck groups. Other extra curricular activities include sporting opportunities, robotics programs, debating and public speaking.

The parents and community are supportive and enthusiastic contributors to our thriving school. They value ongoing opportunities to be involved with many areas of school life, which fosters a sense of inclusiveness and community. We are supported by an active P&C, with various sub committees making valuable contributions to the overall accomplishments of our school.

We work closely in partnership with Muloobinbah Local Aboriginal Education Consultative Group (AECG) to build the capacity of staff to understand and meet the needs of our Aboriginal and Torres Strait Islander students. We are committed to achieving the outcomes of the Walking Together, Working Together Partnership Agreement between the NSW AECG and the NSW Department of Education.

Our strategic improvement plan is the result of a thorough situational analysis that involved consultation with students, parents, carers, staff and our local AECG. Through this process, we have identified the need to develop a systematic approach to the collection and analysis of student results. This in turn, will provide a more accurate assessment of student learning needs and drive differentiated instruction across the school, leading to improved student growth and attainment.

The coming years will also see a strong focus on wellbeing, particularly in fostering a sense of belonging among students who will be empowered to make a positive difference in their own lives and those of others.

Underpinning our plan is the continual development of staff capacity to deliver quality teaching experiences using evidence-based approaches. There is also an increasing need for all staff to embed technology throughout their work, as online platforms for teaching, assessment, reporting and wellbeing are integral to our school practice. We will support all staff by building their skills to effectively use these platforms.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth and attainment, each student's individual learning needs must be understood. Students will be engaged in differentiated learning that supports reaching their potential.

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.

- Data for planning and teaching
- Differentiation

Resources allocated to this strategic direction

Professional learning: \$2,700.00

Summary of progress

Data for Planning and Teaching

A whole school data collection process was established for literacy and numeracy that enabled ongoing analysis. This consistent approach to whole school data collection facilitated the effective planning and resourcing of a tiered learning support model. This included identifying focus areas for cohorts to target with universal interventions as well as determining the students who would benefit from the COVID Intensive Learning Support Program (CILSP) and individual or small group learning support from our Learning and Support Teachers.

The scheduled collection of targeted data each term has also assisted to identify whole school and stage areas of strength/weakness and inform program evaluations. Ongoing staff, stage and learning support meetings contributed to the ongoing data used to drive planning. The use of departmental assessment resources supported literacy data, especially in the area of phonics and phonological awareness. Trends in our whole school literacy results drove both professional learning and classroom practice in implementing the science of reading (decoding reading).

The movement of student reporting to the Sentral platform has set the foundation for ongoing longitudinal trends to be identified and used to guide teaching.

Moving forward, ongoing use of this longitudinal data will be used to determine student support as well as help with high potential and gifted identification. Ongoing refinement of our assessment tasks, scope and sequence will ensure that data collation is purposeful and based on school needs. Moving forward, the Literacy Collective program will be used to drive literacy teaching in K-2 with the Phonics Assessment and Phonological Awareness Tool being used to monitor support and growth. The base-level data gathered this year will be used to inform differentiation practices moving into 2022.

Differentiation

Progress in 2021 included the introduction of Maths Olympiad into Stage 3. This provided opportunities for high potential maths students to be involved with challenging group tasks. Across the school, maths problem-solving became increasingly embedded into classroom practice at different levels of skill for students to engage with. Whole school data led to students with support needs being more accurately identified, leading to differentiated learning opportunities in the classroom and in small group work. The impact of this showed individualised growth for all students who were targeted for specific learning intervention. Technology, support tools, differentiated language and variations of tasks at different levels for students are becoming increasingly evident in classrooms and are being consistently documented in teaching programs.

Moving forward, differentiation to support high potential and gifted students continues to be a focus for 2022. Assessment tasks will be reviewed to provide greater opportunities to show high potential skills.

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
<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy trends towards 66% (lower bound system-negotiated target) from 60.3% baseline.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading trends towards 63.3% to be at or above 69.9% (lower bound system-negotiated target).</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has shown an increase towards 66%, rising from 57% in 2019 to 62% in 2021.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased beyond 69.9%, improving from 66% in 2019 to 75% in 2021.</p>
<p>% of Year 5 students achieving expected growth in NAPLAN reading is above 66.8%. (Baseline 65.2%)</p> <p>% of Year 5 students achieving expected growth in NAPLAN numeracy is above 76.5% (Baseline 75.8%)</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading has shown an increase towards 66%, rising from 48% in 2019 to 72% in 2021.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased from 65%, falling from 33% in 2019 to 30% in 2021.*</p> <p>*Students with extremely high results in the base year may be reported as having negative growth.</p>
<p>All teaching staff participate in professional learning in 'Data skills and Use'.</p> <p>All teaching staff participate in professional learning in 'Differentiation' and 'Individual Learning Needs'.</p>	<p>100% of staff have participated in professional learning about data collection and analysis using Google Workspace and Sheets.</p> <p>100% of staff have participated in professional learning concerning evidence informed differentiation to meet the needs of high potential and gifted students.</p>

Strategic Direction 2: Wellbeing

Purpose

Ensure that student and staff wellbeing is valued. Students feel known, valued and cared for in a safe and supportive environment.

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.

- Whole school approach
- Empowered students

Resources allocated to this strategic direction

Aboriginal background: \$13,610.42

Summary of progress

Whole School Approach

Hamilton South Public School has become a Be You Learning Community, which involves adopting a whole school approach to wellbeing and includes professional learning for staff and increased engagement with the school community in the area of student wellbeing. A deeper understanding of the continuum of care has empowered all school staff to have conversations with students experiencing a range of well-being challenges, and understand when matters may require referral. The introduction of daily check-in processes in all classrooms contributed to explicitly creating supportive and safe learning environments and early identification of student wellbeing matters. Different types of check-ins were used in stages to ensure age-appropriate access to check-in opportunities. Survey data showed that 100% of staff valued or strongly valued wellbeing check-ins in their classrooms.

Cultural focus sessions enhanced wellbeing for students from an Aboriginal and Torres Strait Islander background. Connections made with our Aboriginal Local Management Group and local Aboriginal Education Consultative Group supported initiatives within our school. Moving forward, expertise from these groups will be accessed when developing an extensive bush tucker garden in 2022.

100% of staff completed Be You training modules concerning early support and learning resilience. As all classes ended 2021 with a daily check-in system, an increase was seen in the number of students indicating that they can identify staff members to whom they can confidently turn for advice and assistance at school.

Tell Them From Me Data shows some small growth in the areas of belonging and positive behaviours which contribute towards moving to excelling on the school excellence framework. 2022 will be an important growth year. 2021 saw the development of skills and knowledge and 2022 will provide time for this new learning to enhance the culture at our school.

Empowered Students

2021 saw the development of our Student Representative Council (SRC). This provided a forum for students to discuss matters relevant to their school life and community participation. SRC members from each class in the school met regularly to bring forward ideas and monitor progress on previously agreed upon goals. A plan of action was developed and resulted in visible changes (e.g. site improvements, addressing matters identified by students). Fundraising decisions for the school were also made at SRC meetings.

Led by the student leadership team, the major fundraiser for the Soul Cafe Christmas appeal was a major success that was supported by all classes. It resulted in 63 hampers being delivered. Students in older grades completed the Tell Them From Me Survey which provides insight into school based wellbeing. A future goal is developing a system for students in younger grades to have their voice heard in this way also.

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
<p>The proportion of Year 4-6 students reporting positive wellbeing in TTFM tracking towards 87.7% (lower bound system-negotiated target)</p> <p>The proportion of students attending school for 90% of time or more tracking towards 90.6% (lower bound system-negotiated target).</p>	<p>81.5% of students in Year 4-6 reported a positive sense of belonging in the 2021 Tell Them From Me survey.</p> <p>The proportion of students attending school for 90% of time or more was 87.2%.</p>
<p>School self-assessment of the themes of 'Caring for Students' indicates improvement from Sustaining and Growing to Excelling.</p> <p>'A Planned Approach to Wellbeing' is maintained at Sustaining and Growing.</p>	<p>Caring for students has been maintained at sustaining and growing.</p> <p>A planned approach to wellbeing has been maintained at sustaining and growing.</p>

Strategic Direction 3: Build staff capacity

Purpose

Staff have the opportunity to develop knowledge and skills to effectively use evidence based practice. Up to date professional learning ensures understanding of current school and system priorities.

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.

- Evidence based practice
- Knowledge of context and curriculum

Resources allocated to this strategic direction

Professional learning: \$31,525.05

Summary of progress

Evidence Based Practice

The building of staff capacity centring around evidence informed practice targeted professional learning in the Effective Reading Suite, K-2 maths workshops, mathematical problem solving and student wellbeing. The participation of all staff completing the Effective Reading Suite resulted in staff developing a shared understanding of the foundation knowledge of phonics, phonemic awareness, fluency and comprehension. Staff use this learning to target areas for individual student growth. In survey responses, teachers reported the professional learning helped make literacy more accessible for all students. As the common language in literacy was strengthened, this increased staff understanding and supported purposeful whole school data collation and analysis and the use of PLAN2. The increase of staff using explicit metalanguage around digraphs and trigraphs was evident in all classrooms and supported by a learning sprint focus across the school. With Hamilton South Public School becoming a member of the Be You Learning Community, staff training centred around the completion of 6 modules that led to staff having a common language to support student wellbeing. Teachers gained a deeper understanding of how to approach discussions with students and they developed a consistently applied skill set to support students when required. Staff survey found that 92% of staff agreed or strongly agreed that the training helped increase staff understanding of how to support students' wellbeing.

Knowledge of Context and Curriculum

Staff knowledge of context and curriculum was developed through utilising NSW DoE resources. High impact professional learning on the literacy and numeracy progressions led to a deeper understanding of both documents. The use of 'slices' from the progressions were the focus for targeted improvement areas. Staff gained increased knowledge of the ALAN technology platform. Tracking on this platform has shown a significant increase in 2021, with the platform being used for all students connected with support programs, coupled with all students in Kindergarten and Year 1 having data recorded in focus areas aligned to the progressions. Teachers in all classes engaged with PLAN2 as results from new departmental assessments i.e. Best-Start, Check-In assessments, NAPLAN, Y1 Phonics were automatically populated to PLAN2. Collaborative staff planning days focused on curriculum areas of development in literacy and numeracy. All staff met mandatory training requirements throughout the year.

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
Increase in both the % of staff completing the People Matters Survey and the proportion of staff reporting that they 'have received appropriate training and development to do their job well' 'tracking towards 95% or higher.	The response rate for the People Matters Employment Survey for 2021 was 51.16%. This has shown a 7.92% increase from 2019's 43.24%. 72.73% of staff felt they had received the training and development needed to do their job well in the 2021 survey.
School self-assessment of the theme of	Self-assessment against the School Excellence Framework shows the

<p>'Improvement of Practice' in the School Excellence Framework element of 'Professional Standards' indicates improvement from Sustaining and Growing to Excelling.</p> <p>School self-assessment of the themes of 'Professional Learning' and 'Expertise and Innovation' in the School Excellence Framework element of 'Learning and Development' indicates Sustaining and Growing or excelling.</p>	<p>school currently performing at Sustaining and Growing in the element of effective classroom practice.</p> <p>For the sub-strands of Learning and Development, our on-balanced judgment indicates are we are sustaining and growing for both 'professional learning' and 'expertise and innovation'.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,543.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Hamilton South Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Daily support being provided for in-class literacy and numeracy intervention for funded students. These interventions centred around individualised student learning goals. Learning support meetings ensured all parties connected with the individual student were able to contribute to learning plans and goals. 100% of funded students showed growth and or achievement in their goals. Playground support, centring around social skills and game interaction support a positive well-being environment. The support students received to solve complex matters both empowered students and helped develop problem solving and conflict resolution skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support funded students in the classroom, maintain meetings with families and external support agencies and roster playground support and initiatives. The supervising process for SLSO staffing, including rostering, financing and guiding professional development will be amended in 2022. This will help continuity of support across the school.</p>
<p>Socio-economic background</p> <p>\$11,909.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hamilton South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementing additional SLSO staffing to implement planned activities and personalised program support to identified students with additional needs. <p>The allocation of this funding has resulted in: essential well-being support being provided in the classroom and on the playground. The identification of student needs through the learning support team ensured that targeted support was given to students with clearly identified needs. This support, being built into the SLSO timetable ensured consistent and regular support to students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued allocation of funds to supplement student support in the classroom and playground in 2022.</p>
<p>Aboriginal background</p> <p>\$13,610.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hamilton South 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</p>

<p>Aboriginal background</p> <p>\$13,610.42</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Whole school approach • Empowered students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • development of activities to develop school indigenous culture, understanding and cultural competency. <p>The allocation of this funding has resulted in: The development of PLPs becoming a streamlined process with dedicated teachers working with students and staff to support the cultural development and learning needs of students. Students and families gave positive feedback about participation in cultural goal sessions which were also supported in the classroom. The addition of our environmental garden, including bush tucker, medicines and materials fostered a strong connection for indigenous students to come together, consult and connect with others and be involved in a culturally important process.</p> <p>After evaluation, the next steps to support our students with this funding will be: Building on increasing cultural focuses in our school, we will be incorporating cultural groups into weekly planning as well as supporting Indigenous students with PLP planning, implementation and achievement.</p>
<p>English language proficiency</p> <p>\$8,797.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hamilton South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: One-to-one and small group support for students working along the EALD scales. Regular weekly support, supplemented with New Arrival funding, ensured ongoing monitoring of progress and targeted intervention at specific areas of need on the beginning, emerging and consolidating scales. All students receiving support made continual progress which was reported to families each semester.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining the same model in 2022 as has been used in 2021.</p>
<p>Low level adjustment for disability</p> <p>\$99,681.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Hamilton South 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"> • Other funded activities

<p>Low level adjustment for disability</p> <p>\$99,681.91</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with varying learning needs. <p>The allocation of this funding has resulted in: Highly effective learning and support across the school, including streamlined processes for student referral, counsellor support and regular meetings centred on individual student support and need. Professional learning opportunities, centred around DoE support resources and teacher need, ensured best practice for providing learning support for students individually and in small groups. The funding to support learning support meetings enabled key stakeholders to be involved in ongoing goal setting, implementation of practices and evaluation. The implementation of new whole school data collections supported intervention decisions and helped direct support in classrooms, in small groups and one to one assistance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining the same processes in 2022 as with 2021 ensuring smooth alignment with COVID support funds.</p>
<p>Literacy and numeracy</p> <p>\$25,177.67</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hamilton South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Professional development centered around the new K-2 syllabus and literacy programs to best support implementation. The Heggerty Phonemic awareness program was trialed as a learning sprint as a part of developing the picture for moving forward in literacy and embedding effective reading practices into classrooms. Staff development was conducted around fictional decodable readers, with resources being purchased for use across K-2 classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The implementation of new syllabus requirements, including The Literacy Collective, to support new syllabus requirements and the additional purchasing of decodable readers focusing on non-fictional texts.</p>
<p>QTSS release</p> <p>\$84,761.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hamilton South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$84,761.21</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Assistant principals being provided with additional release time to support classroom programs, staff collaboration in the implementation of high-quality curriculum and mentoring/team teaching opportunities. Working with staff individually and in groups where needed support consistent teacher judgment and consistency of practice across the school. It also supported teaching staff in areas that best suited their needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide further release from face to face teaching for the Executive Team in order to further develop staff capacity around the School Improvement Plan measures.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hamilton South Public School who may be at risk of not meeting minimum standards.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: The employment 0.2 staffing provided an additional day of support in classrooms on a rotational basis that provided time for K-2 class teachers to deliver targeted intervention to students and to conduct one-to-one assessments with students. This resulted in gaining accurate data for teachers to use and drive student individualised growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: allocated to the employment of staffing to support student learning needs in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$45,730.00</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"> • 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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: The development of a whole school data collection scope and sequence</p>

<p>COVID ILSP</p> <p>\$45,730.00</p>	<p>which identified a literacy or numeracy focus for each term for this year and subsequent years. Analysis of this data was used to form targeted ability based small groups in order to improve student achievement in these focus areas in literacy and numeracy. PLAN2 was used to form 'areas of focus' for identified students and student growth was measured against these. Funding was allocated appropriately in the employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy/numeracy. Lockdown and subsequent online learning periods impacted targeted students' learning, in particular, student engagement was a challenge. These engagement levels were monitored and changes made - such as moving to Zoom-only lessons each day instead of posting additional learning activities. The collection of accurate numeracy strand-based data is an ongoing focus.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Future directions include ensuring that learning support and COVID ILSP staff are engaged at least 4 days per week to enable more sessions for targeted students. Developing the whole school data collection scope and sequence has assisted with the identification of targeted students sooner and support will be able to be accessed by these students earlier with groups formed at the end of a term so that in the following term's support can start as early as Week 2.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	231	226	224	221
Girls	203	210	197	188

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.8	96.1	97.1	94.3
1	95.3	95.8	96.5	95.6
2	95.5	95.8	95.6	95.3
3	94.4	95	96.8	94.3
4	94.3	94.1	95.8	95.6
5	94.9	94.8	96.3	94.5
6	94.6	95.1	95.7	94.6
All Years	95.1	95.2	96.2	94.8
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

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)	5
Classroom Teacher(s)	15.38
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	6.22

*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 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	350,739
Revenue	4,223,393
Appropriation	4,037,600
Sale of Goods and Services	3,043
Grants and contributions	181,496
Investment income	251
Other revenue	1,003
Expenses	-4,253,477
Employee related	-3,773,546
Operating expenses	-479,930
Surplus / deficit for the year	-30,084
Closing Balance	320,655

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	122,498
Equity Total	133,499
Equity - Aboriginal	13,110
Equity - Socio-economic	11,909
Equity - Language	8,797
Equity - Disability	99,682
Base Total	3,428,333
Base - Per Capita	108,660
Base - Location	0
Base - Other	3,319,673
Other Total	219,375
Grand Total	3,903,705

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.

Parents and Caregivers

One hundred and six respondents completed the TTFM survey in October 2021. The school mean was well above the NSW Government Norm across a range of aspects including parents feeling they can easily speak with their child's teacher, reports are written in terms parents understand, students are encouraged to do their best work, teachers expect my child to pay attention in class and the school administration staff being helpful when there is a question or problem. Additionally, parents reported that they felt their children were safe whilst at school. From the NSW DoE custom measures, 72% of families felt they could help their child with maths homework while 88% felt that their child's performance in maths was important. Experiences around learning from home were varied however a majority of families believed the school supported their child in home learning with information and being contactable, provided support information and provided adequate resources. Areas for future development include supporting parents at home to discuss how their child is doing in class, challenges they may be having at school and talking about how important school work is.

Students

Students from Years 4-6 participated in the Tell Them From Me (TTFM) survey in Term 1 and Term 4 2021. Social-emotional outcomes are positive with an upward trend in data indicating a strong sense of belonging as well as positive behaviours in school and valuing school outcomes. From the NSW DoE custom measures, the overall mean for student persistence in the face of challenge is 6% above the state norm and 78% of students were proud of HSPS. From our school custom measures, 71% of students felt that keys to success were important in our school while 82% rated daily check-ins in the classroom as valuable to highly valuable. Feedback from students show that toilet facilities need improvement.

Staff

From the completion of the People Matter survey, 100% of staff indicated people in their workgroup treated each other with respect while 95% of staff felt they worked collaboratively together to achieve goals. 86% of staff felt there was good team spirit in the workgroup and that senior managers model the values of the school. From the Tell Them From Me survey, staff feedback on all eight drivers of student learning sat well above the state norm. Staff feeling was high for working with school leaders to create a safe and orderly school environment and school leaders have helped them create new learning opportunities for students. From our school custom measures staff indicated they would like more staff development to support them with supporting high potential and gifted learners.

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.