

2021 Annual Report

Hume Public School



4407

Introduction

The Annual Report for 2021 is provided to the community of Hume 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

Hume Public School is a learning community committed to lifelong learning for all. At Hume Public School we believe every student should have the opportunity and the expectation to achieve their full potential academically, socially and emotionally. We support the holistic development of our students by providing a strong focus on student wellbeing, academic growth and social success through high-quality evidence-based teaching practices.

School context

Hume Public School is located in Lavington, NSW and has a student enrolment of 145 students in mainstream, 12 students in our Support Unit (for students with moderate to severe intellectual disabilities - IO/IS) and 40 students in our Preschool. A further 18 students are enrolled in our Early Intervention class. We have a strong culture of inclusion and positive relationships.

With a significant Aboriginal enrolment (36%), our school embraces Wiradjuri language and culture. Our Aboriginal Education Officer (AEO) leads Wiradjuri language lessons across all classes and guides school celebration and recognition of significant cultural days and events.

Hume Public School is a Positive Behaviour for Learning (PBL) school with the values of Respect, Responsibility and Achievement. We have been implementing the Berry Street Education Model to support our existing Positive Behaviour for Learning values and will continue this work into the coming years.

Our 2020 Situational Analysis determined the need to focus on personalised and differentiated learning. This will be supported through the initiatives of our 2021-2024 School Plan with priority placed on the development of teacher capacity to:

- implement explicit teaching strategies
- collect, analyse and use data

Ongoing support in both these initiatives delivered through professional learning and shoulder-to-shoulder mentoring will assist teachers to address the complex and diverse needs of our students.

Our staff worked with school services throughout 2020 to develop teacher capacity and knowledge in the processes of reading. NAPLAN analysis triangulated with internal assessment data indicated significant gaps in student knowledge around phonics and vocabulary. Work will continue in this area to ensure all staff understand and can implement strategies to support students to access the reading demands of all key learning areas.

Non-attendance has a significant impact on our student outcomes. As a school, we provide a significant number of learning support interventions that do not have the desired impact due to chronic non-attendance. Further investigation in this area is needed to clearly identify the factors contributing to student non-attendance, so that appropriately targeted interventions and supports can be put in place to increase student engagement and achievement.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving expected growth in literacy and numeracy through the provision of personalised learning and the collection, analysis, and evaluation of reliable data to inform practice.

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.

- Differentiation and Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$417,912.27

Integration funding support: \$16,933.00

Literacy and numeracy intervention: \$23,562.79

Low level adjustment for disability: \$107,685.63

Aboriginal background: \$104,901.00

Refugee Student Support: \$1,864.55

COVID ILSP: \$159,755.00

Literacy and numeracy: \$5,053.37

2021 Carried Forward Funds: \$112,118.00

Per capita: \$43,158.00

Early Action for Success (EaFS): \$51,454.00

Summary of progress

Differentiation and Personalised Learning

Resourcing was prioritised across 2021 to employ additional staff through a range of activities to ensure a whole school approach to Differentiation and Personalised Learning. This included the employment of SLSOs to support EAL/D students, Aboriginal students, and students identified under the National Consistent Collection of Data (NCCD) and Integrated Funding Support (IFS). The employment of an Aboriginal Education Officer (AEO) supported student acquisition of goals identified through the PLP process within all school settings.

Assessments additional to the Department of Education and external assessments (Check-in, NAPLAN) were prioritised to support the identification of individual learning needs. Early years assessments included the Phonological Awareness Diagnostic, Phonics Screener and Early Arithmetic Strategies' Assessments. For Years 1-6 internal assessments included PAT-R, PAT-M and Essential Assessment. School executives prioritised the collection and analysis of data from these internal and external assessments to create, monitor and continuously adjust targeted intervention groupings as well as literacy groups (K-2) and numeracy groups (3-6).

Professional learning for all staff (teachers, SLSOs) was ongoing throughout 2021. This was delivered face-to-face by school executives and through the Department of Education online platform. Professional learning provided evidence-based strategies to promote planning and implementation of differentiated learning within effective classroom practice for both literacy and numeracy. Ongoing executive monitoring of teaching and learning programs has evidenced that differentiated and personalised learning reflects ongoing adjustment to class and target groups. This monitoring process additionally evidences that content of professional learning and core school programs are consistently and rigorously embedded.

Reduced student attendance affected the quality and continuity of intervention programs and personalised and differentiated teaching. For students with identified needs, this disruption to continuity had a noticeable impact on the retention of skills, strategies and key concepts. This was reflected in both internal and external data.

In 2022 we will continue to prioritise the allocation of staffing to support growth and attainment for all students through differentiation and personalised learning. The school will prioritise staffing to reduce class sizes, and target individual and funded students for:

- intervention programs
- to meet ILP and PLP goals
- to provide increased classroom support

Whole school evidence-based professional learning, assessment and the collection of quality data will remain an ongoing focus to support targeted differentiation and personalised learning.

Data Driven Practices:

During 2021, school executives were utilised in an instructional leadership model to lead whole school professional learning and improved teaching practice, based on student data.

Executive were released from class teaching duties to lead the implementation of newly purchased assessment programs (PAT-R/M/Wellbeing; Essential Assessment) and the analysis of data collected. Executive were also instrumental in the development of the Hume Public School Google Drive (Hume Drive), where student data, teaching programs and school planning documents could be easily accessed by staff from within and outside of the school environment. Whole school assessment schedules were revisited and amended to include the new assessment programs. Staff professional learning, for teachers and SLSO's, was led by executives over the course of the year, with a focus on data analysis using a range of data sources, including NAPLAN, Phonological Awareness Diagnostic, Phonics Screener and Check-in assessments. Through these professional learning and data triangulation opportunities, all staff improved their understanding of student learning needs across the school. This informed the creation and ongoing adjustment of student groupings, teaching practice and 'where to next' for the class teachers and intervention groupings.

The executive were also part of the Leading Evaluation Evidence and Data (LEED) project. Data was analysed to undertake a rigorous situational analysis of our school context. The results of this data interrogation have also informed teaching practice and curriculum focus. Improvements could be made to data collection, specifically in reference to PLAN2 data collection. Consistent teacher judgement needs to remain an ongoing focus of professional learning, given the turnover of staff that occurs within the school. Data has been collected and analysed in a more consistent manner throughout the year. Data analysis has been followed by staff allocating students into intervention groups and targeted in-class groups. Intervention groups have been key to addressing student need in literacy and numeracy groups. Student outcomes have been monitored closely across the Year K- 6 classes throughout the year.

In 2022, we will continue to use data to inform our teaching practice. This will be led by our school executives who will continue to lead the provision of appropriate student assessments across the school and the professional learning opportunities for staff to analyse and interpret data. They will work with staff to identify students for specific intervention groupings and support staff with explicit teaching practices to optimise learning outcomes for students.

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
<ul style="list-style-type: none"> To increase the percentage of students achieving in the top two bands of NAPLAN Reading to be above the system negotiated target baseline of 9.92%. 	8% of the students are in the top 2 skill bands (NAPLAN) for reading, indicating progress yet to be seen towards the annual progress measure.
<ul style="list-style-type: none"> To increase the percentage of students achieving in the top two bands of NAPLAN Numeracy to be above the system negotiated target baseline of 9.05%. 	7.5% of the students are in the top 2 skill bands (NAPLAN) for numeracy, indicating progress yet to be seen towards the annual progress measure.
<ul style="list-style-type: none"> Whole school monitoring of teaching and learning programs ensures that the learning needs of all students are considered and provision is made for appropriate challenge and support. 	Document analysis of teaching and learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs.
<ul style="list-style-type: none"> Teachers use data effectively to evaluate student understanding of lesson content. 	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.

Strategic Direction 2: Explicit Teaching Practices

Purpose

To develop teacher knowledge and capacity in areas of literacy and numeracy to deliver high quality explicit teaching through collaborative practice to improve individual student outcomes.

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.

- Explicit Teaching Practices
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$22,423.52

Early Action for Success (EAFs): \$51,454.00

Professional learning: \$21,372.23

Low level adjustment for disability: \$22,423.52

QTSS release: \$32,514.22

Summary of progress

Explicit Teaching Practices

Across 2021, the school released an executive from class teaching responsibilities to act in an instructional leadership role (K-6). This permitted opportunity for planned, targeted professional learning to support improvement in explicit teaching practice school-wide. It additionally provided opportunity for some shoulder to shoulder in-class support with teachers, as well as planned lesson observations, feedback and reflective practice.

With many graduate and early career teachers on staff, the executive in the instructional leadership role prioritised additional professional learning and lesson observation opportunities for identified staff to develop their knowledge and use of explicit, quality teaching strategies. Planned lesson observations were identified as a priority for 2021 but were only performed in a limited capacity. Additional professional learning in the Berry Street Educational Model for all staff increased their understanding and the implementation of school-wide explicit instruction in wellbeing and behaviour strategies.

In 2022 school executive will place a renewed focus on ensuring that lesson observations become part of the culture of Hume Public School to ensure improved practice. We will prioritise technology use as an alternative to face-to-face observations when staffing capacity limits this as an option. Regular, planned observations and feedback will ensure greater consistency of practice across classes, school-wide.

Collaborative Practice

Collaboration was an ongoing focus throughout 2021 as identified through the Strategic Direction 2 initiative. School executive, through the situational analysis process determined that school improvement in relation to student growth and attainment would stem from improved teaching practice. A systematic approach was needed to provide consistency in the quality of teaching, as well as consistency in the teaching strategies and learning programs on offer.

A school-wide focus on the development of a strong foundation in collaborative practice would provide the best opportunity to improve consistent practice and align current practice. To instigate a planned approach, school executive commenced 2021 by developing with staff input, a set of protocols for agreed collaborative practice in relation to planning and programming, and professional learning. The creation of transparent Professional Learning Overviews prioritised systematic opportunities for collaboration within staff professional learning agendas. The Hume Public School Drive (Hume Drive) was created to permit all teachers access, both in school and at home, to current data, assessments, resources, scope and sequences and units of work. All staff planned and programmed their weekly teaching and learning in the Hume Drive which offered transparency, as well as collaborative planning opportunities. Professional learning reflections and evaluative feedback were also completed collaboratively using Hume Drive access. Throughout 2021, Hume Public School underwent External Validation. The Hume Drive provided school executive the means to share this process with staff, gain their input, as well as collect feedback, permitting collaboration.

Sentral, our cloud-based school management system, was further utilised throughout 2021 to incorporate all staff having access to more system functions. Staff were able to share student data, collaborate through the reporting function and

take and view meeting minutes offering transparency for all staff. As the school moved to a phase of remote learning throughout Semester 2, the improvements in staff confidence and competence to plan and program collaboratively, provided opportunity to streamline this transition with less complexity. Using a range of digital platforms, school executive and staff were able to plan and program effective teaching and learning, as well as finalise new units of work, working collaboratively, albeit remotely. Across the school, improvements to collaborative practice have supported closer alignment of teaching and learning strategies and greater consistency of teaching and learning. Some staff have embraced collaborative practices more willingly than others. School executives recognise and share the evidence base of collaborative practice within the guiding documents, What Works Best and the School Excellence Framework.

Moving forward into 2022, collaboration will remain a priority as leaders continue to embed collaborative practice into the culture of Hume Public School.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> To increase the percentage of students achieving expected growth in NAPLAN Reading to be above the system negotiated target baseline of 32.7%. 	<p>The proportion of Yr 5 students achieving expected growth in NAPLAN Reading has increased by 14.3%.</p>
<ul style="list-style-type: none"> To increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system negotiated target baseline of 36.4%. 	<p>The proportion of Yr 5 students achieving expected growth in NAPLAN Numeracy has increased by 3.6%.</p>
<ul style="list-style-type: none"> Explicit teaching is the main practice used in the school and teachers routinely review previous content and preview planned learning. 	<p>100% of teachers participated in peer observations to support consistent and school-wide explicit teaching practice.</p> <p>Some interruptions throughout Semester 2 will require this initiative to continue into 2022.</p>
<ul style="list-style-type: none"> All teachers engage in professional learning targeted to school priorities. 	<p>100% of teachers participated in professional learning following the evidence base of the What Works Best and Curiosity and Powerful Learning frameworks and the School Excellence Framework.</p>

Strategic Direction 3: Wellbeing and Engagement

Purpose

To improve student attendance and engagement through early intervention and positive partnerships with the community.

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.

- Attendance Improvement
- Community Partnerships and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$44,225.03

Low level adjustment for disability: \$22,423.00

Aboriginal background: \$17,847.00

English language proficiency: \$12,620.00

Summary of progress

Attendance Improvement

The 2020 Situational Analysis highlighted school attendance as problematic within the Hume Public School context. Evidence shows that regular patterns of school attendance are strong indicators of student learning outcomes. In response to the data and evidence, 2021 saw school executives prioritise whole school and personalised attendance approaches aimed at improving attendance rates for all students, including students at risk. At a whole school level, all staff followed agreed protocols for effective attendance procedures. Procedures included daily contact with families of non-attending students via SMS and phone contact to families of non-attending Aboriginal students made by the School Aboriginal Education Officer (AEO). Ongoing monitoring and review of attendance data was the responsibility of the Principal and Assistant Principal-Wellbeing, who maintained whole school surveillance of attendance data through regular contact with Department of Education Home School Liaison Officers (HSLOs).

School executives also focused on school-wide approaches to attendance improvement through preventative measures. Whole staff professional learning saw all staff complete the modules of the Berry Street Education Model (BSEM) to prioritise authentic relationships, student engagement and student wellbeing as a strategy to support attendance improvement. Following the finalisation of training, staff engaged in the development of scope and sequences, units of learning and consistent protocols to see the implementation of the BSEM embedded across the school. Other whole school initiatives to proactively support improved attendance included classroom and whole school incentives and rewards, as well as acknowledgement of positive attendance through assemblies, school social media sites and newsletters. Recognising that attendance improvement requires teachers, parents, and the community to work together, these rewards were targeted at both students and families. Personalised approaches to attendance included individual attendance reviews at weekly Learning Support meetings, and ongoing positive contact with families and individuals, including at-risk students. Despite the focus and energy placed on attendance improvement, there continued to be a reduction in attendance patterns school-wide throughout 2021. These patterns of reduced attendance are of great concern to the school executive and teaching staff.

2022 will see a continued focus on developing and sustaining consistent school-wide protocols to embed BSEM practices, as well as initiating new and innovative approaches to improve attendance through preventative measures. School executives will maintain an ongoing commitment to the monitoring and review of all students' attendance.

Community Partnerships and Engagement

Satisfaction of service delivery remained a priority of school executives throughout 2021. The Community Partnerships and Engagement initiative, within Strategic Direction 3, focused on developing and implementing strategic actions that would improve service delivery and communication processes. These actions were prioritised to ensure that Hume Public School continues to react responsively to feedback to improve the community and parent satisfaction. School executives adopted a planned approach to the development and implementation of strategically scheduled activities throughout 2021. These activities included sporting carnivals, school events such as theme days and Book Week celebrations, as well as special days and weeks to celebrate, or recognise significant Aboriginal and Torres Strait Islander events, including Sorry Day, Reconciliation and NAIDOC weeks. With a significant Aboriginal enrolment within the school context, school executives recognised a need to establish a School Aboriginal Education Committee to

promote and support student and family engagement, and to ensure that wellbeing needs were being met. Meetings were conducted fortnightly across the year. The Committee also oversaw the planning and implementation of the recognition of significant days and events throughout the year.

The completion of professional learning for all staff in the Berry Street Education Model (BSEM) assisted staff to create school-wide scope and sequences and stage-based units of work contextualised to the school community. These units were developed together with an implementation plan, for commencement from the start of 2022.

Students with identified needs were matched with school support models and available services within the community. These included bilingual support for EAL/D students and families to access school-employed bilingual staff and school communication platforms. Additionally, the writing of Individual Learning Plans (ILPs) and Personalised Learning Pathways (PLPs) with input from parents and carers, enabled teaching staff to support individual students with identified personalised and achievable learning goals.

A move to remote learning throughout the year provided school staff opportunities to implement innovative digital platforms to improve and maintain community and student engagement. Zoom, Google Classroom and technology loans to families supported this process. The uptake of support for school community involvement proved to be slow throughout 2021.

The focus for school executives and staff throughout 2022 will be to improve school attendance and engagement with learning. Initiatives, rewards and personalised approaches will be used throughout the year to address the current attendance rates. 2022 will also see the implementation of strategies to develop and strengthen community partnerships between the school and local providers. Murray Conservatorium (music) and Bluearth (physical activity and wellbeing) will provide specific and targeted learning opportunities for our students throughout 2022.

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
<ul style="list-style-type: none"> The number of students attending school more than 90% of the time will increase by 3%. 	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 8.2%
<ul style="list-style-type: none"> The % of students with positive relationships as reported on Tell Them From Me student survey <i>Student Engagement</i> will increase by 2%. 	<ul style="list-style-type: none"> The number of students with positive relationships, as reported in the Tell them From Me student survey <i>Student Engagement</i> has decreased by 18%.
<ul style="list-style-type: none"> The overall rate for school attendance will increase by 2%. 	<ul style="list-style-type: none"> The overall rate for school attendance has decreased by 2.7%.
<ul style="list-style-type: none"> The overall attendance rate of Aboriginal students will increase by 2%. 	<ul style="list-style-type: none"> The overall attendance rate of Aboriginal students decreased by 3.2%.
<ul style="list-style-type: none"> The % of students with a positive sense of belonging as reported on the Tell Them From Me student survey <i>Student Engagement</i> will increase by 2%. 	<ul style="list-style-type: none"> The number of students with positive sense of belonging, as reported in the Tell them From Me student survey <i>Student Engagement</i> has decreased by 10%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,864.55</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Differentiation and Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in: refugee students showing growth in NAPLAN results in reading and numeracy skill bands; a bilingual school learning support officer (SLSO) has ensured refugee children are settled and engaged in classroom and school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to address student need by continuing to monitor refugee student data, ensuring that progress continues to be made and teaching is at point of need; to continue to employ a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language.</p>
<p>Integration funding support</p> <p>\$16,933.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hume 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"> • Differentiation and Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning, behaviour and social skills support for funded students <p>The allocation of this funding has resulted in: demonstrated progress towards student personalised learning goals; PLSPs were regularly updated and responsive to student learning needs and progress; personalised learning and support for eligible students within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to adjust Learning and Support Team Meeting agendas to ensure decision making processes for integration funding is regularly reviewed; ensure annual student PLSP review meetings drive the teaching and learning opportunities and integration funding resources meet each student's specific needs.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hume Public School who may be experiencing</p>

<p>\$484,560.82</p>	<p>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"> • Differentiation and Personalised Learning • Attendance Improvement • Data Driven Practices • Explicit Teaching Practices • Community Partnerships and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MiniLit, MaqLit, Heggerty literacy programs to support target students • professional development of staff through the Berry Street Educational Model to support student learning and wellbeing • resourcing to release executive to implement instructional leadership model K-6 • employment of additional staff to reduce class numbers years 3-6 • employment of additional staff to support COVID intensive support program implementation • resourcing to ensure equity of resources and services • resourcing to engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniforms, equipment and other items • Resourcing to fund Breakfast Club and school lunches to target attendance improvement <p>The allocation of this funding has resulted in: improvement in teaching practice; this has been an ongoing school-wide focus, supporting aspirational expectations of learning progress and achievement for all students; equitable access to educational opportunity for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that school instructional leaders lead literacy and numeracy initiatives across the school, working shoulder to shoulder with early career and graduate teachers to ensure consistency of teaching practice and supporting progress towards identified targets; for school executive to investigate and implement further initiatives to address and improve attendance rates.</p>
<p>Aboriginal background</p> <p>\$122,748.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hume Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Differentiation and Personalised Learning • Community Partnerships and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to support Aboriginal students and Wiradjuri language program implementation across the school • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with daily attendance and the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$122,748.00</p>	<p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting in the school library.</p> <p>After evaluation, the next steps to support our students with this funding will be: for Aboriginal identified positions (AEO & SLSO) and AP-Wellbeing to prioritise improvement in attendance so that our Aboriginal students can actively participate and engage in school-based literacy and numeracy programs, that offer differentiated and personalised support.</p>
<p>English language proficiency</p> <p>\$12,620.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hume 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"> • Community Partnerships and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in: student progress showing growth on the EAL/D learning progressions; EAL/D students are more engaged in classroom learning, as well as confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure all teaching staff monitor the progress of EAL/D students, as they transition from the EAL/D phases to mainstream progressions.</p>
<p>Low level adjustment for disability</p> <p>\$152,532.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Hume 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"> • Attendance Improvement • Differentiation and Personalised Learning • Explicit Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and targeted classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program (literacy and numeracy) in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • all mainstream students (K-4) are provided with an evidence-based intervention program (Heggarty's Phonemic Awareness) to increase learning outcomes <p>The allocation of this funding has resulted in: an increase of students achieving growth in NAPLAN results; the school's value-add results have also improved; the school developing a more consistent approach to student learning</p>

<p>Low level adjustment for disability</p> <p>\$152,532.15</p>	<p>support and interventions resulting in an increased number of students; being identified through in-school assessments and subsequent collaborative learning support activities being implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: to expand the impact of learning support for identified students, through resource allocation to provide additional trained support staff to build the capacity of all teachers to address the specific learning needs of each of these students.</p>
<p>Location</p> <p>\$1,678.77</p>	<p>The location funding allocation is provided to Hume 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in: increased opportunities for all students to participate in school organised activities that provide a broad range of experiences outside of their regular context.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further support staff in identifying students and families that require assistance, to increase participation and collaboration in school activities that broaden student experience and overcome isolation.</p>
<p>Professional learning</p> <p>\$21,372.23</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 Hume 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"> • Explicit Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engage all existing and new staff in face to face modules of the Berry Street Educational Model (BSEM) training. • Engage early career and graduate teachers in targeted professional learning under the guidance of an executive teacher to support their development and implementation of quality teaching in literacy and numeracy. <p>The allocation of this funding has resulted in: increased capacity of early career and graduate teachers to embed effective practices in the explicit teaching of literacy and numeracy strategies, resulting in improved internal student results; increased capacity of all teachers to embed BSEM practices into daily teaching and learning resulting in improved student/teacher connections, improved student engagement and reduction in negative behaviour incidences.</p> <p>After evaluation, the next steps to support our students with this funding will be: the implementation of an instructional leadership model that provides personalised and targeted professional learning in the form of mentoring and co-teaching.</p>

<p>Literacy and numeracy</p> <p>\$5,053.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hume 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"> • Differentiation and Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy including Matific, Stepping Stones, Reading Eggs and Essential Assessment • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction and updating reading resources to meet the needs of students, including decodeable texts • purchase of ipads for students to engage in additional literacy and numeracy activities • purchase of updated intervention kits, (MiniLit) and assesement kits (PM) <p>The allocation of this funding has resulted in: Value-added 3-5 is deemed to be sustaining and growing; Expected Growth in reading on 2021 NAPLAN shows an upward trend of 10%.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide teacher release to present parent workshops to support home learning.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Hume Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Data Driven Practices • Explicit Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy K-2 • employment of Instructional Leader (EAfS) to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: an average increase of 3 benchmark reading levels across the year in Kindergarten; an average increase of 2.5 benchmark levels in Stage 1 across the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: to use the Early Action for Success model of instructional leadership, with executive staff taking a leading role in supporting student improvement.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hume Public</p>

<p>\$32,514.22</p>	<p>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 Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to plan evidence-based targeted professional learning, support classroom programs and teacher practice. • implementation of instructional rounds to strengthen quality teaching practices. <p>The allocation of this funding has resulted in: improved staff confidence to plan and implement evidence-based quality teaching strategies into classrooms; teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: prioritising resource allocations to permit executive to work in an instructional leadership role with teachers to support improvement in practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,562.79</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hume 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"> • Differentiation and Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students (K-2) • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • release of assistant principal to provide instructional leadership to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students (K-6) <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage; this intensive approach has resulted in improved engagement in learning. Evidence can be seen in reading assessments, writing samples, teacher observations and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$159,755.00</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>

COVID ILSP

\$159,755.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Differentiation and Personalised Learning

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy (reading comprehension) and numeracy literacy skills within mathematics
- providing intensive small group tuition for target students
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

the majority of the students in the program achieving significant progress towards their personal learning goals;
a significant number of students showed growth on PLAN2 Understanding Text, Additive Strategies and Quantifying Number.

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	89	76	80	81
Girls	79	73	75	75

Student attendance profile

School				
Year	2018	2019	2020	2021
K	82.5	84.1	85.8	81.2
1	86	87.3	82.5	81.7
2	83.3	85.5	85	79.5
3	84.9	83.5	85.1	83.1
4	89.1	88	84.7	86.8
5	83.2	85.3	80.9	82.6
6	82.9	88.6	83.9	82.8
All Years	84.3	85.8	84.2	82.4
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)	3
Classroom Teacher(s)	8.44
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	7.31

*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	371,171
Revenue	3,570,353
Appropriation	3,548,667
Sale of Goods and Services	733
Grants and contributions	19,604
Investment income	150
Other revenue	1,200
Expenses	-3,410,843
Employee related	-3,036,720
Operating expenses	-374,123
Surplus / deficit for the year	159,510
Closing Balance	530,681

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	18,798
Equity Total	772,415
Equity - Aboriginal	122,748
Equity - Socio-economic	484,513
Equity - Language	12,621
Equity - Disability	152,533
Base Total	1,962,364
Base - Per Capita	43,158
Base - Location	1,679
Base - Other	1,917,527
Other Total	444,451
Grand Total	3,198,027

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

Parent/Caregiver:

From the Tell Them From Me parent surveys, our parents/caregivers indicated improvements from the previous year in the areas of: safety at school, parents' supported learning from home, and time spent helping with homework.

In other results from this survey, parents indicated that: (NSW Govt norm result).

- Parents continued to feel welcome at school, with a score of 8.4 (7.4)
- Parents are informed: 7.3 (6.6)
- Parents support learning from home: 8.4 (6.3)
- Inclusive school: 7.7 (6.7)

Students:

The Tell Them from Me student surveys are a key tool to measure student engagement and wellbeing in NSW public schools. Our student results for 2021 indicated our school was above the NSW Government norm in the following areas: (NSW Govt norm result).

- Intellectual Engagement: Quality instruction - 94% (86%)
- Intellectual Engagement: Effort - 90% (88%)

The results also showed improvements from our previous year's results in the following areas:

- Semester 1: Advocacy at school; Student participation in school sport; Positive behaviour at school; Students with a positive sense of belonging; Students that value schooling outcomes
- Semester 2: Effort; Positive behaviour at school; Students that value schooling outcomes

Staff:

Staff satisfaction was measured from the 2021 People Matters Employee Survey (PMES). The following results compare our scores to that of the all NSW Department of Education schools (within the bracket)

- Role clarity and support: Staff understand what is expected to do their job well - 92% (67%)
- Wellbeing: There are people at work who care about staff - 91% (83%)
- Health and Safety: Confidence in work health and safety issues being addressed promptly - 91% (76%)
- Job purpose and enrichment: Opportunities to use a variety of skills - 88% (72%)
- Job satisfaction: Satisfied with job - 88% (72%)

From the Tell Them from Me Staff surveys, our staff indicated improvements from the previous year in the areas of: Collaboration, Data-informed practice, Leadership, Planned learning opportunities, Quality feedback and Teaching strategies.

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.