

2021 Annual Report

Hambledon Public School



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Introduction

The Annual Report for 2021 is provided to the community of Hambledon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Hambledon Public School

Bali Drive

Quakers Hill, 2763

<https://hambledon-p.schools.nsw.gov.au>

hambledon-p.school@det.nsw.edu.au

9837 3200

School vision

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

School context

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

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

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

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

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

Through our situational analysis, we have identified a need to use data driven practices to ensure all students learning needs are addressed. Analysis of school data showed that reading - comprehension and numeracy - problem solving are areas of focus for the new school plan. Our whole school focus is to build teacher capacity, improving student achievement and growth in these areas.

On investigation of wellbeing metrics it is evident that student sense of belonging and advocacy is an ongoing focus. A whole school focus on wellbeing will drive student engagement, underpinned by the Wellbeing Framework.

Through our SEF S-aS, Tell Them from Me surveys and our involvement in the LEED (leading evaluation, evidence and data) project, collaborative practices have been identified as an area of enhancement for our school. As part of our new school plan we aim to deepen connections between home and school and provide smooth transitions between settings.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

To optimise learning that is responsive to student need we will build teacher capacity by developing a shared understanding of effective pedagogy and the use of data informed practices.

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 and effective teaching pedagogy
- Data informed practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$56,059.00

English language proficiency: \$56,059.00

Literacy and numeracy: \$22,100.00

Per capita: \$176,506.00

Summary of progress

In Strategic Direction 1, teams were established to build the capacity of staff in the teaching of reading and numeracy.

The numeracy team engaged in external professional learning "Big Ideas in Mathematics" and "Strong Start in Mathematics". This professional learning included quality teaching practices in numeracy, and regular ongoing assessment. In addition, the numeracy team and Stage 3 Team worked with the Maths Strategy advisor - using Stage 3 classes as a pilot project in using authentic, open-ended tasks to promote critical thinking and articulation of student reasoning in mathematics. Teachers were supported by the provision of modelled evidence-based teaching practices and provided professional feedback. Teachers reported an increase in confidence, knowledge, and expertise. As a result, this structure will continue as we move forward into next year. TEN training commenced for the 5 staff members K-4 who had not completed it. Lesson demonstrations and observations will continue in 2022 for those staff so that they can complete their training.

The literacy team engaged in the external professional learning "Understanding Texts" and "Effective Reading." This led to further investigation around which professional learning for staff is applicable and consistent with current research around the teaching of reading. During the second half of the year 32 staff members participated in professional learning from La Trobe University's SOLAR lab around the "Science of Reading". From this, the Reading Comprehension Team created an evidence based explicit teaching scope and sequence and model around the teaching of phonics. This was enabled by the creation of the Assistant Principal, Curriculum, and Instruction (APCI) positions who were employed to work with the current Literacy Team leaders. A large bank of decodable readers were purchased to support the explicit teaching of phonics and using the "Science of Reading" approach in classrooms.

In assessment, Department of Education spelling assessments were trialled in classes. Work on a whole school assessment schedule was delayed and this has been postponed to 2022.

In 2022, a strategic focus will be on building teachers' capacity to effectively implement explicit teaching of phonics, using a whole school metalanguage and approach. In addition, there will be a focus on using number talks in numeracy to further promote critical thinking and articulation of student reasoning and continuing to pilot enriched mathematical tasks with the Maths Strategy Advisor. Teachers will be supported in using data to accurately inform their practice, including further professional learning to deeply analyse, and identify the implications of, NAPLAN, Check-in, and school-based assessment results K-6, this will be facilitated and supported by the APCI.

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
The proportion of students in Year 3 and Year 5 achieving the top two bands	45.5% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.

<p>in reading demonstrates progress towards the lower bound system-negotiated target of 48.3%</p> <p>The proportion of students in Year 3 and Year 5 achieving the top two bands in numeracy demonstrates progress towards the lower bound system-negotiated target of 45.8%</p>	<p>37.44% of students achieved in the top two bands in NAPLAN numeracy indicating progress towards the lower-bound target.</p>
<p>The proportion of students in Year 3 and Year 5 achieving expected growth in reading demonstrates progress towards the lower bound system-negotiated target of 62.2%</p> <p>The proportion of students in Year 3 and Year 5 achieving expected growth in numeracy demonstrates progress towards the lower bound system-negotiated target of 63.6%</p>	<p>The percentage of students achieving expected growth in reading was 57.5% indicating progress yet to be seen toward the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy was 47.89% indicating progress yet to be seen toward the lower bound target.</p>
<p>The proportion of students in Year 4 achieving in the top two bands in reading in Check in assessment makes progress towards 60%.</p> <p>The proportion of students in Year 4 achieving in the top two bands in reading in Check in assessment makes progress towards 60%.</p> <p>The proportion of students in Year 6 achieving in the top two bands in reading in Check in assessment makes progress towards 40%.</p> <p>The proportion of students in Year 6 achieving in the top two bands in numeracy in Check in assessment makes progress towards 40%.</p>	<p>The percentage of Year 4 students achieving upper bands in reading was 46.2% indicating progress towards our school based target.</p> <p>The percentage of Year 4 students achieving upper bands in numeracy was 50.4% indicating progress towards our school based target.</p> <p>The percentage of Year 6 students achieving upper bands in reading was 17.3% indicating progress towards our school based target.</p> <p>The percentage of Year 6 students achieving upper bands in numeracy was 35.7% indicating progress towards our school based target..</p>
<p>Reading Bench marks</p> <p>Increase the proportion of Kindergarten students achieving expected benchmark (Level 9) achieving progress towards the school based target of 72%.</p> <p>Increase the proportion of Year 1 students achieving expected benchmark (Level 17) achieving progress towards the school based target of 72%.</p> <p>Increase the proportion of Year 2 students achieving expected benchmark (Level 24) achieving progress towards the school based target of 90%.</p>	<p>The proportion of Kindergarten students achieving expected benchmark in reading has indicated progress yet to be seen toward school negotiated targets.</p> <p>The proportion of Year 1 students achieving expected benchmark in reading has indicated progress yet to be seen toward school negotiated targets.</p> <p>The proportion of Year 2 students achieving expected benchmark in reading has indicated progress yet to be seen toward school negotiated targets.</p>

<p>PAT data</p> <p>Working towards the school based target of 65% of students in Years 2 - 6 in Reading achieving a Stanine of 5 or above (baseline 58%)</p> <p>Working towards the school based target of 72% of students in Years 2 - 6 in Numeracy achieving a Stanine of 5 or above (baseline 65%)</p>	<p>The proportion of students Years 2-6 achieving a Stanine of 5 or above in reading has indicated progress yet to be seen toward school negotiated targets.</p> <p>The proportion of students Years 2-6 achieving a Stanine of 5 or above in numeracy has indicated progress yet to be seen toward school negotiated targets.</p>
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Strategic Direction 2: Student inclusivity and positive respectful relationships

Purpose

To enable students to connect, succeed thrive and learn we will build positive learning environments characterised by relationships that support high levels of wellbeing, inclusivity and engagement.

Initiatives

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

- Wellbeing and engagement
- Engagement through inclusivity

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$50,000.00

English language proficiency: \$57,083.69

Low level adjustment for disability: \$63,357.89

Summary of progress

In fostering the wellbeing and engagement of students, attendance practices at the school were reviewed as part of the "school Attendance Self-Assessment Sprint". As a result, rewards for good attendance were built into the school's existing PBL system and a consistent process for rewarding good attendance began across the school.

In using the "Smiling Minds" program, staff professional learning was conducted and a pilot group selected to use the journaling program. Further work in attendance and Smiling Minds was postponed during extended periods of learning from home during Semester 2. Implementation of further work in these areas has been postponed to 2022.

All Aboriginal students have Personalised Learning Pathways, reflecting academic and aspiration goals. These PLP's were developed by classroom teachers in consultation with students and their families to identify, organise and apply personal approaches to learning and engagement.

The EAL/D Team ran staff professional learning on the EAL/D learning progressions - allowing staff to become familiar with their responsibilities in supporting EALD students. Teachers made reasonable adjustments as part of their regular classroom program and reported to parents using the EALD progressions. EAL/D progressions were also used to identify levels of support for students on the EAL/D program.

The English as an Additional Language or Dialect (EAL/D) team identified students who were in need of support supplied them with targeted and intensive support at their level for the entire schooling year - at school and whilst learning from home.

The Learning and Support identified students requiring additional support in literacy and numeracy, using internal and external data. Targeted groups of students were established in consultation with classroom teachers. For all children receiving additional support families were informed and given opportunity to discuss this with Learning and Support Team member if required. Identified students were given ongoing support through the year - at school and during the learning from home period.

By using "Teams" as a remote learning platform, the EAL/D and Learning Support Teams were able to provide targeted, individualised support to students on their caseload throughout the entire period of at home learning. Personalised learning packs were developed for students in need. Devices were loaned to students and families. Students had individual or group video calls scheduled multiple times per week with their Learning Support Teachers or School Learning Support Officers to continue to work towards their educational goals. Individual channels were set up within class teams for students to access their learning support teacher and ask questions between scheduled calls. The impact of this was a large proportion of our most vulnerable students remained engaged with their schooling during the extended lockdowns of Semester 2.

In 2022, a strategic focus will be on continuing to support students in need through the school's Learning and Support or EAL/D teams. In addition, there will be a focus on attendance and giving all students tools to support their wellbeing. Aboriginal students will be given opportunity to engage more deeply in their culture through a cultural enrichment group and continue to work towards their own goals.

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
The school is working towards at least 90% of students attending school more than 90% of the time.	84.28% students attended school 90% of the time or more. Indicating progress yet to be seen towards the system negotiated target.
Data from TTFM indicates progress towards 94.1% of students suggesting positive well being. (student advocacy, expectations of success and sense of belonging).	Tell Them From Me data indicates 87.12% of students report a positive sense of well being (Expectations for success, advocacy, and sense of belonging at school).
Progress towards at least 75% of students reporting a strong sense of belonging in the Tell Them For Me survey. (baseline 69.5%)	Tell Them From Me data indicates that 80% of students have a positive sense of belonging at school.
Progress towards School Excellence Framework (SEF) 'Wellbeing' element of the Learning Domain being validated as 'Excelling'	Self-assessment against the School Excellence Framework demonstrates the school is currently performing at sustaining and growing in the element of wellbeing.

Strategic Direction 3: Building collaborative practices through collective efficacy

Purpose

To assist students to succeed in the classroom we will develop a school culture of ongoing collaboration where students, teachers, parents and community explicitly aim to improve 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.

- Quality Teaching Rounds
- Partnerships in Learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$32,000.00

QTSS release: \$132,859.83

Summary of progress

We successfully held two Quality Teaching rounds prior to remote learning. As a result, the staff engaged in rich collegial dialogue building a shared collaborative understanding of the quality teaching elements and what they look like in practice. Teachers have become more collaborative in their teaching, learning and programming. Through our LEED and TTFM surveys, teachers have expressed that the Quality Teaching rounds has provided them with the scaffold to become more collaborative. In 2022, our strategic focus will be on continuing our journey with Quality Teaching rounds and have many more teachers involved in this process., this will allow for whole school consistency and approach to teaching and the language used to code lessons.

Many families are accessing their child's work through 'Seesaw', a platform which enables families to view work samples, photographs and class information. Teachers and students are regularly uploading work samples and we have seen a moderate increase in parents accessing this information. As a result, parents have access to their child's learning in real time. The promotion of Seesaw will continue, encouraging families to utilise this platform to engage with their child's learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school uses Quality Teaching Rounds as an embedded and explicit system that facilitates collaboration between teachers.	Delay in implementing initiatives in term 3 and 4 have required this work to be postponed to 2022. In 2021 there were 8 staff who were able to fulfill this progress measure.
The school is demonstrating progress toward an average of 787 SeeSaw visits per week, averaged over one month.	In May of 2021 there was an average of 371 SeeSaw visits per week by families which demonstrates progress yet to be seen towards the school based target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</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"> • 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 additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in: A substantial increase in attendance and engagement of identified students supporting them in learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps to support our students with this funding is to continue to purchase resources to support student learning.</p>
<p>Integration funding support</p> <p>\$160,508.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hambledon 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 • additional staffing to assist students with additional medical needs <p>The allocation of this funding has resulted in: all eligible students showing demonstrated progress toward their personalised learning goals. All PLSP's were regularly updated and responsive to student learning and wellbeing needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: the use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used specifically to address each students support needs.</p>
<p>Socio-economic background</p> <p>\$59,352.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hambledon 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"> • employment of additional staff to support Multilit program implementation. • additional staffing to support the wellbeing of identified students

<p>Socio-economic background</p> <p>\$59,352.94</p>	<p>The allocation of this funding has resulted in: The school achieved a consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage SLSO's to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$19,295.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hambledon 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process All students having a deepening awareness of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: To engage an Aboriginal identified program to deliver differentiated and personalised support to Aboriginal students enabling them to connect with culture and country.</p>
<p>English language proficiency</p> <p>\$327,191.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hambledon 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 and effective teaching pedagogy • Engagement through inclusivity • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers are more confident in being able to align their students against the learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Will be to continue to strengthen teacher confidence and their capacity to</p>

English language proficiency \$327,191.58	design integrated writing units that reflect the needs of EAL/D learners.
Low level adjustment for disability \$294,892.78	<p>Low level adjustment for disability equity loading provides support for students at Hambledon 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"> • Explicit and effective teaching pedagogy • Engagement through inclusivity • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The school has reviewed and implemented a consistent approach to student learning and intervention support with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to expand on the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
Literacy and numeracy \$22,100.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hambledon 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"> • Explicit and effective teaching pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: There has been an increased capacity of all teachers to embed effective practices in reading and numeracy resulting in positive learning outcomes as indicated through internal school data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide teacher professional learning to further develop teachers' deep knowledge and understanding of the new English and mathematics syllabus.</p>
QTSS release \$265,719.66	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hambledon 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"> • Quality Teaching Rounds

<p>QTSS release</p> <p>\$265,719.66</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"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on using assessment data to guide teaching and learning. Teachers are more confident analysing data and using this information to guide teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of additional staff releasing executive to support staff on their stage leading improvement pedagogy focusing on literacy and/or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hambledon 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"> • Quality Teaching Rounds • Engagement through inclusivity <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 intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$165,199.00</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-focusing on reading and phonics <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress</p>

COVID ILSP \$165,199.00	<p>towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy in small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	342	370	385	404
Girls	311	335	331	363

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	94.3	94.4	94.1
1	94.2	94.3	93.6	93.9
2	95.3	93.4	95.2	94.5
3	94.1	93.1	95	95.5
4	93.6	93.8	95.9	94.9
5	94.3	93.1	94.7	94.7
6	94.2	93.5	95.2	93.2
All Years	94.4	93.7	94.8	94.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.69
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	4.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	574,593
Revenue	6,754,870
Appropriation	6,492,678
Sale of Goods and Services	40,153
Grants and contributions	220,315
Investment income	722
Other revenue	1,001
Expenses	-6,932,119
Employee related	-6,206,894
Operating expenses	-725,224
Surplus / deficit for the year	-177,249
Closing Balance	397,344

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	161,271
Equity Total	468,173
Equity - Aboriginal	19,295
Equity - Socio-economic	59,353
Equity - Language	214,049
Equity - Disability	175,476
Base Total	5,065,149
Base - Per Capita	176,506
Base - Location	0
Base - Other	4,888,643
Other Total	500,306
Grand Total	6,194,899

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2021, Hambledon Public School engaged their community, teachers and students through the Tell Them From Me Survey, providing all community members, teachers and students with the opportunity to give feedback. The survey was linked to the school website, newsletter and school APP

Parents at Hambledon Public School indicate:

- They are very satisfied with the many ways they can access teachers
- That communication is detailed, they are well informed of school activities.
- That they were well supported to help their children learn from home during the mandated lock down, they were well resourced to ensure that they had the materials to assist with their child's learning.
- That their children are encouraged to do their best whilst at school in all areas of learning.
- Parents find the school environment welcoming and well maintained.

Students at Hambledon Public School indicate:

- That concepts are taught well and that they use their class time efficiently.
- That they have someone at school who provides them with encouragement as well as advice when needed.
- That their teachers hold high expectations for them.
- They have access to safe and well-resourced outdoor areas to play and learn.
- That when learning from home they were given the support required to complete their learning tasks.

Teachers at Hambledon Public School indicate:

- That they are given many opportunities to work collaboratively with each other to develop learning opportunities, discuss strategies to improve student engagement.
- That they are being equipped with the strategies to provide learning opportunities for all children.
- That they regularly engage in communication both written and verbal with the parents of their students.
- That they regularly engage in professional development that allows them to develop the skills and strategies to support their students.
- That they have access to technology that allows them to be supported as teachers as well as support their students.

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.