

2022 Annual Report

Hammondville Public School



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Introduction

The Annual Report for 2022 is provided to the community of Hammondville Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

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

School context

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

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

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

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



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Formative Assessment & Differentiation
- Pedagogical Content Knowledge

Resources allocated to this strategic direction

Low level adjustment for disability: \$61,346.00

Integration funding support: \$245,555.00

Socio-economic background: \$0.00

English language proficiency: \$45,593.00

QTSS release: \$66,000.00

Summary of progress

Pedagogical Content Knowledge

Throughout 2022, Hammondville PS volunteered to be a self-selector school to trial the new K-2 English and mathematics syllabus documents for year 1. As a part of this learning and with a focus on sustainability, we used school funds to expand the learning with our APCI to include teaching staff from Kindergarten to Year 2. The focus was on pedagogical implications in phonics, as opposed to sampling the prepared units of work. The professional learning had a significant impact on our teacher's capacity to teach phonics and also in their understanding of the expectations of the new syllabus documents, paving the way for a more confident adaptation in 2023 when both English and maths documents will become mandatory for K-2.

In addition to the professional learning delivered in K-2, the implications of this pedagogy and the expectations of the new syllabus documents were shared with 3-6 throughout their professional learning to assist teachers in developing a 'horizon view' of learning in English and maths K-6

Limitations offered by factors out of our control impacted the number of days we could provide focused, sustained professional learning, however, reflections from teachers and achievements made by students indicate a growing confidence in the change of pedagogy and an improvement in student learning outcomes in phonics.

In 2023, in this initiative, we will continue the focus on building teacher capacity in understanding and implementation of the new syllabus documents, with a focus on conceptual understanding of English and mathematics documents.

Formative Assessment & Differentiation

To prioritise consolidation of formative assessment and differentiation processes at Hammondville. we took an evidence-based approach to teaching and learning, inclusive of both remediation and enrichment. Teachers and leaders closely monitored students against the literacy and numeracy progression and used this learning data to inform fluid and flexible grouping at the point of need. Learning growth was measured every 5 weeks, allowing time to measure impact and determine future directions. and ensuring that teaching is at point of need, fluid and flexible.

The challenges we encountered were beyond our control and proved challenging as programs were disrupted significantly.

With a change in the way Low Level Disability funds are calculated and the uncertainty of COVID ILSP funding, we will be looking for ways to continue the high-impact model that we have designed at Hammondville.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands</p> <p>An increase of at least 9.3% in the number students achieving in the top 2 bands in NAPLAN Reading (measured from baseline)</p>	<p>36.75% of students achieved in the top two bands in NAPLAN reading indicating achievement toward the upper-bound system negotiated target.</p>
<p>NAPLAN Top 2 Bands</p> <p>An increase of at least 7.6% in the number achieving in the top 2 bands in NAPLAN Numeracy (measured from baseline)</p>	<p>13.68% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound system negotiated target.</p>
<p>NAPLAN Growth</p> <p>An uplift of 3.5% from baseline in the number of year 5 students demonstrating expected growth in NAPLAN Reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, check-in assessment and classroom assessment data indicate significant growth in the explicit teaching of vocabulary to impact comprehension in the middle years, as well as the use of explicit instruction in phonics with the use of decodable texts in the early years.</p>
<p>NAPLAN Growth</p> <p>An increase of at least 2.5% in the number of students demonstrating expected growth measured through NAPLAN Numeracy</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, classroom teaching programs and assessment data indicate stronger growth in understanding and integration of number sense as a concept</p>
<p>School Excellence Framework - Data Skills and Use</p> <p>Some elements of Data Skills and Use elements in the School Excellence Framework are assessed as being at the early stages of <i>Sustaining and Growing</i></p>	<p>The school's on-balance judgement for this element is: Delivering</p> <p>Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p> <p>The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</p> <p>Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgment of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p>
<p>School Excellence Framework - Assessment</p> <p>Assessment elements of the School Excellence Framework are assessed at <i>Sustaining and Growing</i></p>	<p>Value Added (VA) for Years 3-5 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020. School VA scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate VA scores for 2022.</p> <p>The school's on-balance judgement for this element is: Delivering</p> <p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students</p> <p>Assessment is planned and undertaken regularly in all classes and data is systematically collected.</p>

<p>School Excellence Framework - Assessment</p> <p>Assessment elements of the School Excellence Framework are assessed at <i>Sustaining and Growing</i></p>	<p>Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning</p> <p>There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored</p>
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Strategic Direction 2: Empowered Teachers and Leaders

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$31,739.00

Beginning teacher support: \$47,019.00

Summary of progress

Empowered, Knowledgeable, and Confident Teachers

As a part of our capacity building in leading a learning culture (below), our focus has been bringing professional learning closer to the classroom, enabling teachers to become leaders of their learning. The change from professional learning focused on 'front loading' information and compliance to a culture of learning where teachers were provided conditions to lead their own learning

Teacher leadership emerged through evidence-informed collaborative action that was focused on refining teaching to improve the achievement of students. With a shared focus on student learning, all members of the school team work collaboratively in stage teams to examine authentic and current student learning artefacts and determined the next learning sequence through an understanding of current educational research and shoulder-to-shoulder support from the APCI who works across the school.

While the model was impacted by factors outside our control, we persevered through these challenges to prioritise the learning of our teachers in a collaborative environment that was built within existing structures.

Moving forward to 2023, we will need to consolidate our expectations of this model within each stage to ensure consistency across the school. Once achieved, we look forward to enhancing our process to be driven by an inquiry model where teachers and leaders work together on authentic problems of practice and share the responsibility of impact and celebration of achievement of student learning.

Leading a Learning Culture

Part of our executive team for 2022 embarked on a professional learning journey, 3 Rivers for Learning, with the vision to reimagine and further strengthen the model of professional learning offered at Hammondville and ensure that his model results in improved student learning outcomes, staff learning outcomes, and creates space for creation, imagination, and passion in our work. It is often easy to implement structural changes but enabling authentic change in teaching practice is more complex. What school leaders know, understand, and care about is the key to the actions they take that shape the work of teachers (McIntyre, 2011).

Hammondville Public School is determined to create and sustain a model of professional learning that responds to the emerging and growing needs of our students, community, and system.

A model of professional learning was developed and highlighted our commitment to supporting teachers at all levels of their career. Coupled with shoulder-to-shoulder classroom support and executive mentoring non-negotiables, the path was laid for the initial stages of a new model of professional learning, tightly linked to classroom practice of individual teachers and teams.

Hampered by factors outside of our control, the initial stages of the new model have been implemented and teachers' responses to these have been overwhelmingly positive, with noted impact in their workload, the cohesiveness of each of

the teams, support of their own wellbeing and also improvement in the achievement of student learning outcomes (reading).

This model of professional learning will continue to evolve in 2023, with a vision of moving into a shared inquiry model with leaders and teachers learning together on authentic problems of practice.

In addition to this, we are anticipating a change in leadership structure for 2023, so will be focused on ensuring our new team members are afforded a quality induction into their roles and necessary support so that they are confident and successful in their new positions.

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
Evidence-Informed Teaching Practice Teachers embed evidence-informed teaching practices in reading programs	Working closely with our Assistant Principal, Curriculum and Instruction and using high-impact professional learning strategies, programs have seen an ongoing improvement in their inclusion of best practice strategies. With shoulder-to-shoulder support provided inside the classrooms, teachers have been able to link educational research to classroom practice, resulting in a surge of improvement in student learning outcomes.
Collaborative Practice Collaborative practice occurs within stage teams with scheduled opportunities for professional conversations around student learning data. Systems are developed and implemented to provide feedback on the implementation of focus areas	As part of our focus on developing a high impact system of professional learning, that embeds collaborative practice into authentic inquiry, our teams have been afforded the opportunity to work collaboratively to plan teaching and learning sequences based on evidence of student learning and inclusive of the educational research that is explored each fortnight with our Assistant Principal, Curriculum & Instruction. The impact of this is that teacher planning time is prioritised as a professional learning experience, linking educational research and best practice in adult education. Programs are fluid, purposeful and directly informed by evidence of student learning.
School Excellence Framework - Learning Culture Learning Culture elements will be assessed as ' <i>Delivering</i> '	Sustaining and Growing Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
School Excellence Framework - Curriculum Curriculum elements will be assessed as ' <i>Sustaining and Growing</i> '	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum. The school's curriculum provision and evidence-based teaching practices provide a high-expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

<p>School Excellence Framework - Curriculum</p> <p>Curriculum elements will be assessed as '<i>Sustaining and Growing</i>'</p>	<p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.</p>
<p>School Excellence Framework - Learning and Development</p> <p>Learning and Development elements will be assessed as being at '<i>Sustaining and Growing</i>'</p>	<p>The school's on-balance judgment for this element is: Sustaining and Growing</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.</p> <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> <p>Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices</p>
<p>School Excellence Framework - Educational Leadership</p> <p>Educational Leadership elements will be assessed as being at '<i>Sustaining and Growing</i>'</p>	<p>The school's on-balance judgment for this element is: Sustaining and Growing</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of educational leadership.</p> <p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders</p> <p>The leadership team establishes a professional learning community that is focused on continuous improvement of teaching and learning.</p> <p>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</p> <p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community</p>

Strategic Direction 3: Wellbeing & Powerful Community Partnerships

Purpose

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

Initiatives

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

- Wellbeing & Belonging
- Powerful, Authentic Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$43,500.00

Aboriginal background: \$18,366.00

Summary of progress

Wellbeing & Belonging

Systems and processes have been strengthened in the monitoring and recording of student wellbeing across the school. Our wellbeing focus, underpinned by our commitment to Positive Behaviour for Learning Framework is continuing to evolve in response to evidence across the school, creating a more proactive approach to ensuring we teach the whole child and are able to better understand the context of each child. We implemented our new award system in 2022 and celebrated the strengthening of our learning culture as a result of integrating our awards to our PBL framework and including the language of learning as part of our awards, inviting parents to better understand the purpose of the acknowledgment.

Our approach to monitoring attendance continues to strengthen as we become more structured in our approach to initiating proactive strategies to celebrate the impact of attendance on learning. While the results of our attendance weren't what we had hoped for, we achieved higher rates of attendance than anticipated given the circumstances. We initiated an SMS system to provide families with easy to use processes to respond to the absences of their children. We experienced a significant improvement in response to absences, with over 60% of families taking advantage of the SMS system to explain absences. We will further strengthen this in 2023, with greater marketing and communication about the benefits and expectations for the system as well as the legal requirement.

In 2023 we will reconsider the trajectory of our PBL framework and engage in professional learning to impact emotional literacy in our students, affecting the strategies they develop to get themselves ready to learn. Moving from the explicit teaching of expectations, the purpose is to arm our students with a toolbox of strategies that enable them to build self-awareness and strategies that give them more control over their decision making.

New staff will have initiation into whole school practices and responsibilities, communicated through their supervisors as well as our annually reviewed staff handbook which provides an evolving reference point for how we serve the community at Hammondville in our roles across the school.

Powerful, Authentic Community Engagement

Our community engagement and partnerships showed renewed enthusiasm as we refocused on the ability to have families within our school. Starting with the ability to welcome families for our Easter Hat Parade, our community involvement in on-site activities was nothing short of exceptional, with over 400 people joining us for the hat parade and celebrating the opportunity to be together again.

With our commitment to moving from 'engagement' to 'partnerships', we commenced the re-evaluation of our Homework policy, inviting families to participate in an online survey to better understand their values and commitment to homework. Our leadership team then ran a family forum, helping families better understand the educational research behind the impact of homework, exploring the Department of Education Policy, and then using the voice of our community from the online survey to collectively shape our way forward. The result was a fresh approach to homework at Hammondville, with family context playing a key contributor to what homework looks like. This new policy will be implemented in 2023.

2022 also saw the emergence of a partnership with Davidson Real Estate which has demonstrated interest in partnering with us to continue to evolve the vision we have for the use of technology at Hammondville PS. While the societal

pressures of finance reflected challenges, we will move some of this to 2023 and look forward to working with our industry partner to support learnign across our community.

Our dedicated P&C worked tirelessly in 2022, finding new ways to raise funds to support our school. Mother's Day and Father's Day stalls used a hybrid model of fundraising, and our Colour Explosion moved to an online format that significantly decreased the administration burden on running the event. Raising more than \$13 000, our school benefitted greatly from the time that our family volunteers donate to our school. The funds were used to support the resourcing of decodable readers for the new K-2 English syllabus, allowing our school to get straight to business in the implementation of the new documents.

2023 will see our school continue to build teacher capacity in partnering with families. Our vision of a whole school community learning culture is very much a priority as we work together for the betterment of our students. Whole school events focused on learning and prioritising relationships will be essential to this vision.

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
Attendance - System Negotiated Target An uplift of 5.5% from baseline in the number of students attending school more than 90% of the time	54.60% of students attending 90% of the time or more The number of students attending greater than 90% of the time or more has decreased by 25.07%,however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
School Excellence Framework - Community Engagement The element of Community Engagement will be assessed as being at ' <i>Sustaining and Growing</i> '	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of community engagement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
Wellbeing - System Negotiated Target An uplift of 2% from baseline in the number of students experiencing positive wellbeing at school	Tell Them From Me data indicates 82.13% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Demonstrating progress yet to seen toward the lower bound system negotiated target.
School Excellence Framework - Wellbeing Wellbeing elements are assessed as being at ' <i>Delivering</i> '	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$245,555.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hammondville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Formative Assessment & Differentiation <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of needs based, process driven interventions • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: With the significant amount of IFS received for our most vulnerable students at Hammondville, we are able to target individual needs in the classroom and the playground. Each identified student works collaboratively with our Assistant Principal, Learning Support, their stage Assistant Principal, the student, and their family in constructing a high-quality Personalised Learning and Support Plan. School Learning Support Officers are allocated to funded (including school-funded) students based on their identified level of need. SLSOs support the implementation of the PLSPs in and out of the classroom as required. Progress against PLSP is measured every 5 weeks, determining the future directions for individual students. Families meet with the APLST and classroom teacher each semester to review the impact of the program, any emerging needs, and a reflection of the partnership between school, family and external therapists if necessary.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement our strong approach to providing responsive, explicit teaching and learning programs, in partnership with families. Continue to strengthen our partnership with external agencies, including the continuation of our Parent Pays model of Allied Health provision.</p>
<p>Professional learning</p> <p>\$31,739.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hammondville 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"> • Empowered, Knowledgeable and Confident Teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided, and independent teaching strategies, reflective of the current educational research and evidence of student learning <p>The allocation of this funding has resulted in the following impact: Assistant Principals engaging in the Understanding By Design Framework as a part of executive planning days and strategic capacity building. Using the context of the current professional learning conducted by the APCI in reading across the school, stage teams use authentic evidence of student learning to construct the next two-week lesson sequence, using the</p>

<p>Professional learning</p> <p>\$31,739.00</p>	<p>Understanding By Design Framework elements. Stage teams are using this model of professional learning strategically and the enhanced use of purposeful, self-directed collaboration has been instrumental in assisting teachers to link classroom practice with educational research.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine this new system of professional learning and fully embed it as a consistent feature in our school. We will require further support for the school executive to lead this process, supporting the change in leadership across the school in the past 18 months.</p>
<p>Socio-economic background</p> <p>\$43,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hammondville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Formative Assessment & Differentiation • Wellbeing & Belonging • Powerful, Authentic Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Student Behaviour Policy to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff (Assistant Principal, Learning & Support) to support Learning and Support Program implementation. <p>The allocation of this funding has resulted in the following impact: We have seen refinement in the application of our new award system, tightly wound within our PBL structures. This has enabled our students to see the link between learning and engagement, and their responsibilities and rights within that. Our teachers are working hard to ensure consistency in the application of these processes, taking on feedback from families after our first year of implementation. To support the communication and tracking of these new processes, we are refining the use of the Sentral software platform to provide immediate, trackable data on each student across the school, giving context to learning, wellbeing, parent communication, and achievement across the curriculum. We have designed and purchased a significant amount of new signage to better communicate school expectations in different areas of the school, however, a delay in manufacturing has impacted the installation of these in a timely manner.</p> <p>After evaluation, the next steps to support our students will be: To further utilise the features found within Sentral to streamline contextual information and access to this information, including attendance alerts and monitoring, wellbeing incidents, restorative practices and family communication. The purpose of this is to cut down on the administrative burden placed on teachers and ensure that appropriate stakeholders have access to a 'complete picture' when needed to support our students the best way possible.</p>
<p>Aboriginal background</p> <p>\$18,366.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hammondville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$18,366.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Powerful, Authentic Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The Aboriginal Education vision for 2022 was significantly impacted by factors outside of our control. Whilst we were not able to action all of our planned activities, we were able to engage with Georges River Education Centre is reimagining our Acknowledgement of Country and contributing to a shared Acknowledgement across our network. Students worked hard on sharing their understanding of culture, the importance of narrative and their vision of Aboriginal Education at Hammondville for 2023 and beyond that reflects the learning of all students in our school and values the diversity across our whole community.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we look forward to greater enhancement of Aboriginal Education with new guidelines shaping our Personalised Learning Pathways and a new staffing model that will allocate SLSO time to support the implementation of our student's PLPs in the classroom. We will be creating a dedicated First Nations space in our school and look forward to strengthening quality partnerships with our First Nations families, LLACEG and our staff, including the building of social networks beyond our school to support our families and students.</p>
<p>English language proficiency</p> <p>\$45,593.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hammondville 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"> • Formative Assessment & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • English Language Proficiency - Teacher employed 2 days per week to provide small group instruction to identified students (EALD survey) in language acquisition • employment of additional staff to support delivery of targeted 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 • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: The approach to our school's provision of personalised learning includes identified funding for students who are learning English as an Additional Language or Dialect. This year saw an increase in the funding received by the school. Our plan was to allocate this to staffing, however, factors outside our control had a significant impact on the staffing of this program, and therefore the learning outcomes achieved.</p> <p>After evaluation, the next steps to support our students will be: With the increasing numbers of student learning English as an Additional Language or Dialect (from 22% to 30%), and an increase in early career teachers in our school, we will engage with the Multicultural Unit in 2023 to implement high-quality professional learning in EASLD pedagogy, including stages of language acquisition, EALD Progressions as assessment and teaching tool, and classroom strategies, enabling all teachers to better</p>

<p>English language proficiency</p> <p>\$45,593.00</p>	<p>understand the implications of learning additional languages and how we can support our students.</p>
<p>Low level adjustment for disability</p> <p>\$61,346.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hammondville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Formative Assessment & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Instrumental to the needs seen across our school has been the creation and sustainability of the Assistant Principal, Learning and Support role. Our school continues to welcome students with identified needs and this role is instrumental in ensuring that their needs are addressed and support sought as appropriate from families, outside agencies, and school teaching staff for the success of all students. The role of the APLST continues to evolve in response to the need that we see. The employment of our interventionists is imperative as we work fluidly with student needs in literacy, numeracy, and wellbeing. Each stage has an allocated learning support interventionist who has a deep understanding of the stage and the learners within it. They work collaboratively with the classroom teachers on the stage to develop responsive, targeted programs directed by evidence of student learning. The impact of their programs are measured every 5 weeks and data analysis across the stage informs the next five week cycle of instruction.</p> <p>After evaluation, the next steps to support our students will be: The role of the APLST in particular continues to be responsive to the needs of our students and community. As we continue to see an increase in student accessing support, the expectations of this role are now too significant to be managed within the 3 days that we are currently allocating funds for. We will be waiting for the anticipated funding model for 2023, to see if we are able to create an above establishment Deputy Principal position to support the increased complexity we are seeing and to add support for our Assistant Principal team who are carrying such complex caseloads within their role responsibilities.</p>
<p>QTSS release</p> <p>\$66,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hammondville Public School.</p> <p>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"> • Pedagogical Content Knowledge

<p>QTSS release</p> <p>\$66,000.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The impact of executive days has been positive for our executive team as they manage the leadership of their team throughout a time of great change in the educational landscape. Executive report that they are able to better manage their priorities and visit the classrooms across their area of responsibility, allowing them to support teachers at their point of need and ensure they have a relevant working knowledge of the students in their stage</p> <p>After evaluation, the next steps to support our students will be: While the executive report that the utilisation of these days create opportunities presented above, it has proven problematic with executive away from their classes for a whole day each fortnight. Our students are experiencing difficulty with this model, as such, we will re-evaluate this model in order to keep our students' needs at the centre of our decisions.</p> <p>Moving into 2023, we will be folding the executive days model and using funds to create a full time Deputy Principal position. This will allow pressure to come off our assistant principals and ensures that our students are supported with their classing structure by minimising transitions and changes in relationships each fortnight. With the use of curriculum reform funds coming in 2023, Assistant Principals will be supported in a timetabled approach to capacity building, with opportunities for collaboration with team members strategically placed across the week.</p>
<p>COVID ILSP</p> <p>\$97,852.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Student needs across the school are identified and students are grouped on areas of need. Explicit, systematic teaching and learning activities are developed in collaboration with the classroom teachers and Learning Support Team and are implemented for 5 weeks. The impact is measured by our team and learning goals are readjusted in response to the analysis. Groups are fluid, flexible, and at the point of need for literacy and numeracy across the school.</p> <p>In addition to the curriculum intervention and enrichment offered here, Hammondville also monitors for wellbeing needs and patterns and implement stage-based wellbeing programs in collaboration with Mission Australia each term, responsive to the needs each stage is demonstrating a need in.</p>

<p>COVID ILSP</p> <p>\$97,852.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>Continue to implement personalised learning strategies for all of our students at Hammondville, inclusive of enrichment, remediation and wellbeing. We plan to look closely at the learning progressions version 3 to guide our expectations of student growth and achievement in response to the new K-2 English and mathematics syllabus documents</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	238	229	223	241
Girls	220	212	216	223

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	95.4	95.8	87.3
1	92.3	93.8	93.6	90.0
2	93.6	94.0	94.0	88.4
3	93.3	94.5	92.9	88.9
4	93.6	92.6	93.0	88.4
5	94.1	93.8	92.9	88.8
6	92.0	93.8	92.8	89.8
All Years	93.4	94.0	93.5	88.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.8
Classroom Teacher(s)	16.29
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.38

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	436,012
Revenue	5,071,904
Appropriation	4,801,555
Sale of Goods and Services	19,504
Grants and contributions	245,812
Investment income	4,833
Other revenue	200
Expenses	-4,879,565
Employee related	-4,341,466
Operating expenses	-538,099
Surplus / deficit for the year	192,339
Closing Balance	628,351

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.

	2022 SBAR Adjustments (\$)
Targeted Total	245,555
Equity Total	356,155
Equity - Aboriginal	18,366
Equity - Socio-economic	81,451
Equity - Language	45,593
Equity - Disability	210,744
Base Total	3,277,066
Base - Per Capita	110,926
Base - Location	0
Base - Other	3,166,140
Other Total	461,290
Grand Total	4,340,066

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

Student Satisfaction

Hammondville Public School participated in the Tell Them From Me survey in November. The survey includes nine measures of student engagement, categorised as social, institutional, and intellectual engagement. Some areas that came out as strengths where students were equal to or above the NSW Government norms included:

Students reporting that they participate in school activities - 92%

Students reporting that they have positive relationships at school - 78%

Students reporting that they feel that teachers are responsive to their needs and encourage Independence and a democratic approach - 78%

Students reporting that they have positive relationships with their teachers - 73%

Students reporting that they believe that schooling is useful in their everyday life and will have a strong bearing on their future - 84%

Students reporting that they try hard to succeed in their learning - 79%

Parent Satisfaction

Our families were invited to participate in the Tell Them From Me Survey in 2022, to provide feedback in regard to our school communication and relationships. Areas that were communicated as strengths included:

Parents reporting that informal meetings are useful in finding out more about how my child is going at school - 95%

Parents reporting that formal interviews are useful in finding out how my child is going at school - 95%

Parents reporting that they regard school reports as being useful in determining how my child is going at school - 67%

Parents reporting that they found that social media is a useful means of communication tool for our school - 90%

Parents reporting that they found that the school newsletter was a useful tool for staying in touch with the latest news and events at school - 95%

Parents reporting that the school is well maintained and that the physical environment is welcoming - 85%

Parents reporting that the school helps students with special needs or disabilities to feel welcome - 95%

Staff Satisfaction

Each year teaching staff complete the Tell Them From Me survey and all staff complete The People Matters survey, both providing a good understanding of teacher satisfaction in a range of areas. In the Tell Them From Me Survey the area of teacher collaboration showed significant agreement with 8.0 agreeing that our collaborative practices in our school have an impact for teaching and learning in 2022. An area of identified growth has been around Learning Culture, increasing from 8.0 in 2021 to 8.3 in 2022, confirming our direction of growing our learning culture as a priority across our school community.

The highest area of satisfaction in this survey was leaders at my school communicating their strategic vision and values for our school - 100%. A lower area of satisfaction was around Technology, with a score of 6.4. As a result, this will continue to be a focus area going into 2023 where we will continue to plan and resource all of our classrooms for quality instruction across the curriculum, K-6

In the People Matter Survey in 2022; The Top Area at Hammondville in 2022 was Ethics and Values: This refers to modeling the ethics and values of public education, being committed to ethical behaviour, and supporting the values of our organisation. The 2022 result in this area was 88% - 16% higher than the sector results.

Some questions that came out as strengths of our school were;

People in my workgroup treat each other with respect - 100%

I understand what is expected of me to do well in my job - 96%

My workgroup works collaboratively to achieve its goals - 96%

Some questions that provide areas for improvement and opportunity in 2023 were;

My organisation is making improvements to meet future challenges was 70%. This is an area for us to look at and could possibly be the result of the growing commitment and infrastructure for technology. This reflects the same as Tell Them from Me and is why this will continue to be a focus area.

My performance is assessed against clear criteria - 52%. This is also an area for us to explore, moving forward.



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.