

2022 Annual Report

Hamilton South Public School



3795

Introduction

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

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

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Message from the principal

Dear Students, Staff, Parents, Carers and Community Members,

It is with great pleasure that I present to you our annual report for the year 2022. Despite the ongoing challenges posed by the pandemic, our school has continued to thrive and make significant progress towards our goals.

Students returned to their first full year back in the classroom in 2022 which provided greater stability across the grades after the challenges of previous years. This allowed us to return to our regular classroom practice and implement face to face quality teaching across all the Key Learning Areas.

Students returning to school also allowed our tiered intervention programs for learning support to be implemented with fidelity throughout the year. State funding for the COVID Intensive Learning Support Program was instrumental in supporting students whose academic progress was negatively impacted by the disruption of the pandemic in 2020 and 2021.

Our school has also remained committed to providing a safe and inclusive environment for all students, staff, and families. We have continued to prioritise the wellbeing of our students, through both whole school programs and targeted support as needed. Student voice was also instrumental for the decision making for our wellbeing focuses, including the development of our revised School Behaviour Support and Management Plan.

Throughout the year, we have worked closely with parents and community members to build stronger relationships and increase community engagement. We have hosted a range of events and activities, including information evenings, parent-teacher interviews, regular P&C meetings and creating opportunities to bring our community together.

While our Strategic Improvement Plan's targets remain in place, these have been impacted by changes in the statewide education policies and priorities as well as the NSW Education Standards Authority curriculum reform. Despite these challenges, our school has made pleasing progress in many of the identified school improvement areas.

None of this progress would have been possible without the hard work and dedication of our staff and the support of our families and community members. I would like to take this opportunity to thank everyone for their continued support and commitment to our school.

I am very proud to be the principal of Hamilton South Public School. I am thankful that I have the opportunity to work alongside a great community of students, staff and families.

Mark Warren

Principal

Message from the school community

2022 has been a successful year for the Hamilton South Public School P&C. With it being the first full year of activity since COVID lockdowns, we have been able to move back to our pre-pandemic activity level. As a result, our fundraising and community engagement has been both engaging and positive.

The special events this year helped fundraising move back on track with our Easter raffle and tea towel fundraisers being highly successful. The Winter Solstice Lantern Festival was a beautiful night that reconnected the community and celebrated students. The success of this event will see it continue in some form in the future.

The P&C has made valuable contributions to the school throughout the year, adding to a total of over \$30000. This has included funding for classroom resources, library air conditioning, wet weather class activities and contributions to towards presentation day awards.

It is the hard work and dedication of our P&C committee, canteen committee and active members of our community who ensure that our events and activities happen. I would like to acknowledge the hard work of our volunteers that we so heavily rely upon, especially the many families who are leaving us this year as their children move to high school Their time given is an enormous contributor to the broader school culture and community. We have also been fortunate to have the support and active involvement of Mr Warren and all the school staff as we work together for the students of our school.

Thank you again to everyone who contributed to a sensational 2022. We look forward to another successful and exciting 2023 with lots of family participation.

Katey Dorahy

HSPS P&C President



Lantern Festival 2022

School vision

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

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

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

School context

Hamilton South Public School is an inner city school, consisting of 15 mainstream classes and 3 classes for students with disability. In 2022, the school's enrolment was 386 students. This includes 16 Aboriginal and Torres Strait Islander students and 59 students with a Language Background other than English.

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data for planning and teaching
- High impact teaching

Resources allocated to this strategic direction

Summary of progress

Data for planning and teaching

The school has made significant progress in refining its school-wide processes, with a focus on ensuring the timely completion of individual, stage, and whole-school data. Teachers are developing their skills in using data to inform teaching and learning, while staff have begun to receive professional learning opportunities to modify tasks for the purpose of extending students' knowledge and skills. Comparisons between 2021 and 2022 internal and external data show an improvement in literacy results and a decrease in the number of students deemed at risk.

High impact teaching

The implementation of PLAN2 for COVID ILSP students has enabled staff to effectively track progress and show evidence of growth in specific areas. Regular review meetings provide opportunities for teachers to share academic and personal goals and reflect on the effectiveness of funding to support students. With the changing nature of teaching and learning, the school has seen a shift towards the use of new resources, including platforms such as the DoE Learning Hub, to find relevant and targeted information.

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
% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 66% or above.	2022 NAPLAN data indicates 57% of students are in the top two skill bands for numeracy indicating the school did not achieve the system-negotiated target. Focus on this target has resulted in students in Year 3 and 5 exceeding both state average and statistically similar schools' % of students in the top two bands.
% of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 69.9% or above.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has remained above our target of 69.9%, improving from 66% in 2019 to 73% in 2022.
% of Year 5 students achieving expected growth in NAPLAN reading is 67.8% or above.	As a result of COVID, NAPLAN assessments were not held in 2020. Therefore there is no NAPLAN growth data available for Year 5 students in 2022.
% of Year 5 students achieving expected growth in NAPLAN numeracy is 77% or above.	As a result of COVID, NAPLAN assessments were not held in 2020. Therefore there is no NAPLAN growth data available for Year 5 students in 2022.
All teaching staff participate in professional learning in 'Data skills and Use'.	100% of teaching staff have participated in professional learning about data collection and analysis using Scout and PLAN. 100% of staff have participated in professional learning concerning

<p>All teaching staff participate in professional learning in 'Differentiation' and 'Individual Learning Needs'.</p>	<p>evidence informed differentiation to meet the needs of high potential and gifted students. 100% of staff have completed professional learning in the use of the Inclusive Education Hub to develop appropriate adjustments for students with additional learning needs.</p>
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Strategic Direction 2: Wellbeing

Purpose

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

Initiatives

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

- Whole school approach
- Empowered students

Resources allocated to this strategic direction

Summary of progress

Whole school approach

Like all NSW schools, COVID disruptions caused a decline in overall attendance, with the number of students attending school at or over 90% dropping from 93.2% in 2021 to 60.3% in 2022. Long-term unjustified leave, particularly with the return of travel after the pandemic, and the DoE's advice for families in relation to sickness has had a significant impact on attendance. Our School Behaviour Support and Management Plan (SBSMP) was successfully developed through consultative processes with SRC, staff and P&C, resulting in the establishment of four clear behavior expectations. The SBSMP follows the care continuum approach, allowing for prevention, early intervention, targeted intervention, and individual intervention.

Empowered students

The Keys to Success program is valued by students but faces challenges due to lack of time and inconsistent implementation. Daily check-in systems are evident in classrooms, and regular SRC meetings have become an embedded practice, with students feeling their opinions are valued. The school has improved its sporting equipment and playground resources through student voice opportunities. The school has also enhanced Aboriginal education through connections with local groups, resulting in school-based projects such as the bush tucker garden. The Tell Them From Me survey reported that 71% of students feel valued and accepted at HSPS, and the newly developed K-2 survey recorded 74% of students feeling proud of their school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
% of Year 4 - 6 students reporting positive wellbeing is above 87.7%.	86.1% of students in Year 4-6 reported a positive sense of belonging in the 2022 Tell Them From Me survey. This has shown a slight decline from 2021.
% of students attending school for 90% of time or more is above 90.6%.	The proportion of students attending school for 90% of time or more was 60.3%. Due to the COVID, this school was unable to meet this target. This reflects a common trend in all NSW public schools.
School Excellence Framework self assessment of the themes of 'Caring for Students' is Excelling. 'A Planned Approach to Wellbeing' is Sustaining and Growing or Excelling.	Caring for students has been maintained at sustaining and growing. A planned approach to wellbeing has been maintained at sustaining and growing.

Strategic Direction 3: Build staff capacity

Purpose

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

Initiatives

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

- Evidence based practice
- Knowledge of context and curriculum

Resources allocated to this strategic direction

Professional learning: \$1,660.00

Summary of progress

Evidence based practice

In 2022, our school's professional development efforts focused on improving teaching practice through the implementation of the TLC program and completion of NESA short courses for K-2 English and mathematics syllabus. Staff were also required to deepen their knowledge of syllabus documents and evaluate scope and sequences to investigate the K-2 Units of Work. The results of TLC have been impressive with well above the state average scores in the Year 1 phonics screener. The importance of effective classroom practice in feedback was also recognized by staff, leading to an increase in the proportion of teachers responding positively about their teaching practice in relation to quality feedback. The use of common language shared across the school in relation to learning behaviour, particularly feedback, highlighted its value for teachers and students alike. Our student TTFM survey results further confirmed that our explicit teaching practices and feedback are seen as positive by our students. Additionally, we saw that students can be taught strategies for self and peer feedback, which was evident in the classrooms through shared examples of practice and observations of student learning behaviour.

Knowledge of context and curriculum

Our monitoring procedures were effective in ensuring staff compliance with mandatory training. The Semester 2 focus of small professional learning groups supported all staff to gain a bigger picture understanding of new tools and changes in pedagogy, especially in relation to the new K-2 Literacy and Numeracy syllabus. 25 teachers in the 'Focus on Learning' Teacher Survey Report from "Tell Them From Me" 95% indicated that they believed the school is building their capacity to effectively implement the new curriculum. Overall, our professional development efforts were successful in improving teaching practice and student learning outcomes in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in both the % of staff completing the People Matters Survey and the proportion of staff reporting that they 'have received appropriate training and development to do their job well' above previous year's response tracking towards 95% or higher.	In 2022 HSPS did not meet the minimum number of respondents, to the People Matter employee survey and therefore data was not available for this measure.
External Validation of the themes of 'Improvement of Practice' in the School Excellence Framework element of 'Professional Standards' indicates Sustaining and Growing or Excelling.	External Validation of our self assessment was postponed to 2023. Our on balance self assessment of the themes of 'Improvement of Practice' in the School Excellence Framework element of 'Professional Standards' indicates Sustaining and Growing or Excelling.

<p>External Validation of the themes of 'Professional Learning' and 'Expertise and Innovation' in the School Excellence Framework element of 'Learning and Development' indicates Sustaining and Growing or excelling.</p>	<p>Our on balance self assessment the themes of 'Professional Learning' and 'Expertise and Innovation' in the School Excellence Framework element of 'Learning and Development' indicates Sustaining and Growing or excelling.</p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,380.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hamilton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: See English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: See English language proficiency.</p>
<p>Integration funding support</p> <p>\$128,200.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hamilton South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Funded students received daily support for in-class literacy and numeracy interventions which focus on individualised learning goals. Learning support meetings enabled all parties involved with the student to contribute to learning plans and goals. All funded students demonstrated growth and/or achievement in their goals. Playground support was provided to promote a positive environment for social skill development and game interaction. Students received support to resolve complex issues helping to empower them and enhance their problem-solving and conflict resolution skills.</p> <p>After evaluation, the next steps to support our students will be: To maintain current practice and continue to build the skills of our SLSO staff in supporting student learning and wellbeing.</p>
<p>Socio-economic background</p> <p>\$10,079.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hamilton South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementing additional SLSO staffing to implement planned activities and personalised program support to identified students with additional needs.

<p>Socio-economic background</p> <p>\$10,079.18</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Essential well-being support being provided in the classroom and on the playground. The identification of student needs through the learning support team ensured that targeted support was given to students with clearly identified needs. This support, being built into the SLSO timetable, ensured consistent and regular support to students.</p> <p>After evaluation, the next steps to support our students will be: Continuing the allocation of funds to supplement student support in the classroom and playground in 2023.</p>
<p>Aboriginal background</p> <p>\$12,527.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hamilton South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key 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 • staffing release to support development and implementation of Personalised Learning Plans • development of activities to develop school indigenous culture, understanding and cultural competency. <p>The allocation of this funding has resulted in the following impact: PLPs have become a streamlined process with dedicated teachers working with students and staff to support the cultural development and learning needs of students. Students and families gave positive feedback about participation in cultural goal sessions which were also supported in the classroom. Whole school events throughout the year, including performances and NAIDOC Week activities, engaged students and broadened their understanding of Aboriginal history, language and culture.</p> <p>After evaluation, the next steps to support our students will be: Supporting staff to undertake additional professional development in Aboriginal education and a continued focus on promoting the importance of Aboriginal education and indigenous perspectives.</p>
<p>English language proficiency</p> <p>\$13,498.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hamilton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: One-to-one and small group work supported students to make individualised progress along the EALD scales. Regular weekly support, supplemented with New Arrival Program funding, ensured ongoing monitoring of progress and targeted intervention at specific areas of need on the beginning,</p>

<p>English language proficiency</p> <p>\$13,498.00</p>	<p>emerging and consolidating scales. All students receiving support made continual progress which was reported to families each semester.</p> <p>After evaluation, the next steps to support our students will be: Maintaining our current practice.</p>
<p>Low level adjustment for disability</p> <p>\$99,209.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Hamilton South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with varying learning needs. <p>The allocation of this funding has resulted in the following impact: Highly effective learning and support across the school, including streamlined processes for student referral, counsellor support and regular meetings centred on individual student support and need. Professional learning opportunities, centred around DoE support resources and teacher need, ensured best practice for providing learning support for students individually and in small groups. The funding to support learning support meetings enabled key stakeholders to be involved in ongoing goal setting, implementation of practices and evaluation. The refinement of whole school data collections supported intervention decisions and direct support through a tiered intervention model.</p> <p>After evaluation, the next steps to support our students will be: Maintaining our current processes and aligning support program with supplementary COVID support funds so that the evidence based approach to learning support.</p>
<p>Professional learning</p> <p>\$30,018.00</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 Hamilton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowledge of context and curriculum • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Providing staff with additional time to collaborate with colleagues to evaluate, develop, implement and monitor learning programs, including with reference to the new K-2 English and mathematics curriculum being taught in 2023. • Ensuring that staff have the opportunity to engage in training or learning that will increase their knowledge and understanding of how to meet learning, wellbeing and system requirements. <p>The allocation of this funding has resulted in the following impact: Our approach has helped to foster a culture of continuous learning, and our staff are well-equipped to meet the curriculum, wellbeing, and compliance needs of our students.</p>

Professional learning \$30,018.00	<p>After evaluation, the next steps to support our students will be: Continue to evaluate staff needs and allocate resources accordingly.</p>
Literacy and numeracy \$25,177.68	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hamilton South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Professional development centered around the new K-2 syllabus and literacy programs to best support implementation.</p> <p>After evaluation, the next steps to support our students will be: This funding will cease in 2023. Our APC&I will support staff in this area.</p>
QTSS release \$85,156.46	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hamilton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Assistant principals were provided additional release time to support classroom programs, staff collaboration in the implementation of high-quality curriculum and mentoring/team teaching opportunities. Working with staff individually and in groups where needed supported consistent teacher judgment and consistency of practice across the school. It also supported teaching staff in areas that best suited their needs.</p> <p>After evaluation, the next steps to support our students will be: To continue providing release from face to face teaching for the Executive Team in order to further develop staff capacity around the reformed curriculum.</p>
Literacy and numeracy intervention \$22,984.20	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hamilton South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</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 <p>The allocation of this funding has resulted in the following impact: The employment 0.2 staffing provided an additional day of support for classrooms on a rotational basis that provided time for K-2 class teachers to deliver targeted intervention to students and to conduct one-to-one assessments with students. This resulted in gaining accurate data for teachers to use and drive student individualised growth.</p> <p>After evaluation, the next steps to support our students will be: Employment of an Assistant Principal Curriculum and Instruction to build the capacity of staff in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$35,006.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - in focus areas identified by whole school data. • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Analysis of this data was used to form targeted ability based small groups in order to improve student achievement in these focus areas in literacy and numeracy. PLAN2 was used to form 'areas of focus' for identified students and student growth was measured against these. Funding was allocated appropriately in the employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy/numeracy.</p> <p>After evaluation, the next steps to support our students will be: Ensuring that learning support and COVID ILSP staff are engaged across 4 days per week to enable more sessions for targeted students. Continued refining of our whole school data collection to ensure resources continue to be targeted effectively.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	226	224	221	201
Girls	210	197	188	184

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.1	97.1	94.3	91.1
1	95.8	96.5	95.6	90.3
2	95.8	95.6	95.3	89.8
3	95.0	96.8	94.3	90.2
4	94.1	95.8	95.6	91.9
5	94.8	96.3	94.5	90.3
6	95.1	95.7	94.6	89.4
All Years	95.2	96.2	94.8	90.4
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)	5
Classroom Teacher(s)	14.22
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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	311,267
Revenue	4,405,226
Appropriation	4,139,827
Sale of Goods and Services	9,015
Grants and contributions	252,990
Investment income	3,395
Expenses	-4,362,925
Employee related	-3,947,860
Operating expenses	-415,065
Surplus / deficit for the year	42,301
Closing Balance	353,568

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	128,200
Equity Total	135,315
Equity - Aboriginal	12,528
Equity - Socio-economic	10,079
Equity - Language	13,498
Equity - Disability	99,209
Base Total	3,334,132
Base - Per Capita	107,909
Base - Location	0
Base - Other	3,226,223
Other Total	355,712
Grand Total	3,953,358

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

School performance - NAPLAN

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

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

Parents and Caregivers

81 respondents completed the Tell Them From Me (TTFM) survey in October and November 2022. The school mean was above the NSW Government Norm across a range of aspects including parents feeling informed, the school supporting positive behaviour and HSPS being an inclusive school. Significant growth of 0.5 was made in the area of parents feeling welcome. Additionally, parents reported that their children were safe whilst at school was equal to the state norm. From the NSW DoE custom measures, 72% of families felt they could help their child with maths homework while 88% felt that their child's performance in maths was important. 91% of families responded positively to recommending HSPS to other parents. Parents supporting learning at home continues to be below the state norm but has made small growth. This may be the result of including literacy and numeracy content knowledge and new syllabus language in the school newsletter.

Students

Students from Years 4-6 participated in the TTFM survey in Term 1 and Term 4 2022. Drivers of student outcomes were positive with an upward trend in data across all indicators except for bullying victims which shows a small but pleasing decline. Also encouraging was the increase of positive teacher-student relations, teaching practices and feedback showing a 0.3 increase. From the NSW DoE custom measures, the overall mean for high student persistence in the face of challenge is 5% above the state norm and 84% of students were proud of HSPS. From our school custom measures, 71% of students felt that 'Keys to Success' were important in our school while 82% rated daily check-ins in the classroom as valuable to highly valuable. Feedback from students showed again that toilet facilities need improvement.

Staff

From the TTFM survey, staff feedback in all classroom context indicators sat well above the state norm. In the eight drivers of student learning staff indication sits well above the state average in all areas, with our strongest areas being inclusive school (9.0 on a 10 point scale), teaching strategies (8.5) and learning culture (8.4). From previous years, data informs practice has shown steady growth. Staff feeling was high for working with school leaders to create a safe and orderly school environment and school leaders supporting staff members during stressful times. From our school custom measures, staff indicated they would like to see a range of focuses for development/improvement with the highest percentages being laptops, flexible furniture and iPads.

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.