

2022 Annual Report

Hillsborough Public School



4318

Introduction

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

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

School contact details

Hillsborough Public School

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School vision

At Hillsborough Public School, our daily purpose is to actively collaborate with our whole school community to provide an engaging learning environment where all students are known, valued, and cared for and are provided with the opportunity to achieve their full potential academically, socially and emotionally.

Our school expectations are:

- I am responsible
- I am respectful
- I am ready to learn

School context

Hillsborough Public School is in Lake Macquarie. The school has been a pivotal part of our community for the past 63 years and caters for students in Kindergarten through to Year 6. Hillsborough Public School has a staff of 23 with a student enrolment of 223.

Our school is supported by a strong and active parent/carer community, that works in partnership with our staff and students. 10% of our student population identify as being of Aboriginal or Torres Strait Islander background and 11% have a language background other than English. Our FOEI index of 68 indicates that our school has little socio-economic disadvantage.

At Hillsborough Public School our dedicated and enthusiastic staff work closely with our school community to provide high-quality education. Our educational programs focus on delivering excellence, equity and wellbeing for our diverse community. We provide effective, innovative, evidence-based teaching practices, as well as a broad range of technological, cultural, creative, leadership, sporting, and environmental opportunities that ensure all learners' interests are catered for.

Our school has completed a situational analysis informed through current research, including What Works Best, and identified three areas of focus for this Strategic Improvement Plan. This work will build upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching, using assessment data to differentiate the curriculum.

1. Student Growth and Attainment

The analysis of our NAPLAN data over time has shown that the areas of further development include: Reading, particularly comprehension strategies and vocabulary. In numeracy, multiplication, division and fractions have been determined as our areas requiring further development.

2. Wellbeing

When conducting the analysis of the student, staff and parent wellbeing surveys it was evident that student sense of belonging and developing a consistent approach to student wellbeing are areas that require our focus in this school plan.

3. Engagement

Community satisfaction is an area of focus we identified as requiring improvement based on our 2020 Tell Them From Me survey data. Our 2020 SEF-SaS on balance judgement demonstrates a willingness to listen to and respond to community feedback.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by differentiated, evidence-informed strategies and embedded evaluative practice.

Initiatives

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

- Reading
- Numeracy
- Data Skills and Use

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$120,457.00
Low level adjustment for disability: \$103,428.70
AA Curriculum Implementation: \$5,435.00
Aboriginal background: \$22,984.10
Professional learning: \$8,378.00
Integration funding support: \$22,120.00
Socio-economic background: \$28,179.89
OOHC Funding 6100: \$9,000.00
Operational Funding: \$4,500.00

Summary of progress

Reading 2022

The activities to improve student growth and attainment at HPS in 2022 was achieved in two ways, by being an Accelerated Adopter of the new K-2 syllabus and continuing the implementation of the HPS Reading Initiative (RI). The HPS RI engaged teachers in ongoing professional learning throughout the year based on needs identified in data from formal assessments. Teachers engaged in PL on vocabulary as well as processes, and saw the implementation of the Heggerty program for K-2 and at point of need for students in Years 3-6. This program was aimed at improving teaching processes and supporting students in having the skills to decode and manipulate sounds in words. At the end of the year, data from a series of formal assessments was triangulated and reviewed to inform teachers of areas to target in 2023. This also gave professional learning to staff to find this data themselves. The K-2 Accelerated Adopter process saw ES1 and S1 teachers engage in extensive formal and informal professional learning, and make significant shifts in pedagogical practices to effectively implement the new syllabus content and meet the needs of the syllabus. Teachers engaged in familiarisation of the new English syllabus document, implementation of the explicit teaching of phonological awareness through using the Heggerty program, introduction to using decodables as a tool to teach reading and shifting current practice to meet the content of the new syllabus through following the models set out within the units of work (Component A and B). Overall 2022 was a year of significant growth for staff and students as practices shifted to be further aligned with what works best and expectations of the new syllabus.

Numeracy 2022

Numeracy at HPS has been a focus across K-6 in 2022. Number Talks was a new initiative that was introduced in Term 1 based on the triangulation of data of student needs, teacher experience and skills and performance data. The initiative was also implemented to enhance the Working Mathematically skills and concepts that over-arch the new syllabus documents K-6. K-2 staff also began the familiarisation process of the new mathematics syllabus and associated units of work. Over the course of the year, Number Talks professional development was driven by areas of need identified by formal assessment data and teacher needs. Teachers engaged in opportunities to see each other teach, provide feedback and have access to, and share additional resources. Professional learning on Number Talks was then extended to the Cardiff Community of Schools and a teaching sprint was also developed on effective questioning. To conclude the year, a data dive was undertaken, triangulating data from formal and in-school assessments to find trends. This was shared with staff and staff were further up-skilled to find data and best ways to target specific areas in mathematics through explicit teaching practices. Stage 1 teachers continued to engage in the teaching of the K-2 mathematics units of work as part of their familiarisation process. Teachers implemented the launch-explore-summarise process of teaching and learning, and developed an understanding of the connectedness of content. Results showed significant improvement and thus this model of teaching and learning will be implemented in 2023 across K-6.

Data Skills and Use

During 2022, the executive team and school staff engaged in extensive professional learning to improve the implementation of formative and summative assessments in classrooms and the ways in which teachers can acquire authentic data to drive teaching and learning programs. The executive team engaged in LEED throughout 2022, as well as working with experts as part of the Formative Assessment pilot program. An assessment schedule was created in collaboration with staff, as well as the creation of moderated assessments, implementation of PAT assessments and opportunities for staff to triangulate data gathered were all achieved in 2022 to enhance the ways staff were using data. This created a significant and positive shift in teacher practices. Staff worked with the executive team to analyse data and plan future directions for teaching and learning. A data wall was established in the areas of reading and numeracy to ensure all staff had ownership of student data and could put faces to data.

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>Reading</p> <p>Increase the percentage of students achieving top two bands in NAPLAN reading by 9% from baseline data in 2022.</p>	<p>Data indicates that 34.38% of students in top 2 bands with the school currently sitting 1.02% below baseline data.</p>
<p>Reading</p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading towards 5% in 2022.</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.</p>
<p>Numeracy</p> <p>Increase the percentage of students achieving top two bands in NAPLAN numeracy by 8% from baseline data in 2022.</p>	<p>Data indicates that 17.46% of students in top 2 bands numeracy with the school currently sitting 13.03% below baseline data.</p>
<p>Numeracy</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy towards 2% from baseline data in 2024.</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.</p>
<p>SEF Improvement Measures</p> <p>Assessment</p> <p>School self-assessment of the School Excellence Framework (SEF) elements of 'Assessment' indicates improvement from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows that in the domain of Teaching, Assessment, the school currently performs at sustaining and growing.</p>
<p>SEF Improvement Measures</p> <p>Data Skills and Use</p> <p>School self-assessment of the School Excellence Framework (SEF) elements of 'Data Skills and Use' indicates improvement from Delivering to 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 data skills and use.</p>

Strategic Direction 2: Wellbeing

Purpose

To successfully implement a whole school approach to student wellbeing and attendance resulting in an increase in attendance and students reporting having positive relationships and a strong sense of belonging.

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 Wellbeing Framework
- Whole-School Attendance Processes

Resources allocated to this strategic direction

Aboriginal background: \$2,671.38

Professional learning: \$6,837.22

6300 School and Community: \$3,544.00

6300 School and community: \$2,324.80

Low level adjustment for disability: \$920.00

Operational Funding: \$500.00

Summary of progress

Wellbeing

The activities that Hillsborough PS undertook in this strategic direction were designed to holistically address student wellbeing and improve attendance. HPS continued to implement the Positive Behaviour for Learning framework with lessons across K-6 to targeting focus areas as identified from wellbeing data, including Tell Them From Me and Sentral. PBL rewards were evaluated and modified and reward days were successfully implemented. Behaviour expectations continued to be explicitly taught in classrooms and positive behaviour was rewarded in a variety of ways. Reward days for positive behaviour happened at the conclusion of each term, with a minimum of 97% of students attending each time. Initiatives, including, the Rock and Water program and a social room during breaks were implemented to support Tier 2 students, as well as others identifying social support. Internal qualitative data shows that welfare data has seen a reduction of 59% since the implementation of PBL. Both 'Sense of Belonging' and 'Positive Relationships' data have increased from 2021 to 2022, however, HPS overall 'Wellbeing' score has decreased from 82.70% to 80.27%. The school will continue to move towards enhancing students reporting positive wellbeing, positive relationships and sense of belonging in 2023. A Tier 2/3 management process will be developed and implemented and further focus on initiatives to support and celebrate positive behaviour will be embedded. A whole school focus on belonging and being part of a team will be a significant goal during 2023, with the wellbeing team leading the whole school, stage, class and individual activities and events to support students' sense of belonging.

Attendance

The activities that Hillsborough PS undertook in this strategic direction were designed to encourage students to feel and believe as though school is the place that they need to be and to reduce unnecessary absences. The basis of this initiative involved celebrating students' attendance, in particular their birthdays, with gains in attendance seen across the school. This initiative will be continued in to 2023. 77.49% of students have attended 90% of the time or more, exceeding state and network data. The additional focus of communicating with students, families and the wider community on the importance of attendance and the connection between learning and attendance will be evident through the 2023 activities. In 2023, the focus on attendance will include executive members analysing whole school attendance data and have regular communication with families about any students not meeting attendance targets. Parents and carers will receive five weekly notifications updating them on their child's attendance.

Aboriginal Education

100% of students who identify as Aboriginal and/or Torres Strait Islander were supported by Personalised Learning Pathways and had their achievements celebrated with the presentation of PLP awards during NAIDOC celebrations and our end-of-year celebration of Aboriginal Education, involving a family BBQ and the presentation of medallions for the successful achievement of goals. This process reflected an increase in student pride, cultural connections and aspirational PLP goals. Aboriginal perspective continued to be embedded in lessons across all KLAs. The student Minister for Aboriginal Education worked closely with the Aboriginal Education Team to implement initiatives, including the selection of NAIDOC celebration activities. In 2022, there was a 23% increase in students communicating that teachers understand their culture, compared with 2021. Academic support for students identifying as Aboriginal and/or

Torres Strait Islander was prioritised this year, with a teacher timetabled to support these students to work towards their individual goals for literacy and numeracy each week. At the end of Semester Two, 25% of students were identified as performing above their Semester One grade in at least one strand of English. Year 4 Term 4 2022 Reading Check-In data demonstrates that the gap between Aboriginal and non-Aboriginal students lessened by 2%. Year 5 Term 4 2022 Reading Check-In data demonstrates a 4.6% improvement in performance of students identifying as Aboriginal and/or Torres Strait Islander. This initiative will continue in 2023, with a focus on both English and numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students indicating that they have a positive Sense of Belonging in the Tell Them From Me Student Survey increases towards 28% from baseline data.	Tell Them From Me data indicates that 71% of students reported a positive Sense of Belonging. This data shows 2% increase from 2020 baseline data, leaving the need for a 26% uplift required in 2023.
<p>Wellbeing</p> <p>The percentage of students indicating that they have 'Positive Relationships' in the Tell Them From Me Student Survey increases towards 8% from baseline data.</p>	Tell Them From Me data indicates 86% of students reporting having 'Positive Relationships'. This data shows a 5% increase from 2021 with a 10% uplift needed to increase towards baseline data.
<p>Wellbeing</p> <p>Tell Them From Me Student Survey 'Wellbeing' data increases at or above 3% from baseline data.</p>	Tell Them From Me data indicates 80.27% of students reporting a positive Wellbeing. This data shows a 2.43% decrease from 2021.
<p>Attendance</p> <p>The percentage of students attending school greater than 90% of the time increases to 4% from baseline data.</p>	The number of students attending greater than 90% of the time or more has decreased to 77.49%, a drop of 11.01% since 2021.

Strategic Direction 3: Engagement

Purpose

To provide quality, differentiated and engaging learning activities that motivate, challenge and build on the interests of our students. To ensure that our school community is informed about student progress. To provide opportunities for parents to actively engage in student learning through collaborative partnerships with the school.

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.

- Student Engagement in Learning
- Parent Engagement in Learning

Resources allocated to this strategic direction

Operational Funding: \$3,587.50

6101: \$14,573.00

6300 School and community: \$12,348.00

Aboriginal background: \$2,000.00

Summary of progress

An overall analysis of data attained from Tell Them From Me surveys for 2022 showed increases in target areas of increasing student and parent engagement. Student data showed a 6% increase in students in Y4-6 displaying interest and motivation in their learning, whilst collaborative discussions between school and home increased by 30%. As these areas were of significant focus in 2022, with over 900 phone calls home made by staff, this data is pleasing.

Student Engagement in Learning

Over the course of 2022, there were several events each term that provided students opportunities to engage in activities across the sporting, creative and academic fields. Such events include sporting carnivals, bike safety and riding programs and in-school sports programs, creative arts activities such as drama programs, Starstruck and school discos and academic opportunities such as debating, public speaking and special days celebrating texts read and themes within classrooms. As a whole school, students enjoyed celebrating 2's day (22/2/22), 100 days of learning, NAIDOC celebrations, stage based excursions and overnight camps and celebrations such as the Easter hat parade, Book Week and Mothers day/Fathers day events.

Parent Engagement in Learning

Engaging families in the academic, social and sporting achievements of students in 2022 was a strong focus. Over the year several events were held to invite families, carers, grandparents and community members into the school to celebrate learning, school life and to engage in activities with the students within the classroom. Such events included the Easter Hat parade, Book week parade, Donuts with Dads for Father's Day and the Mother's Day morning tea. Other events were organised with the specific focus being on curriculum and the learning of students. Such events included connect conferences in Term 2 and 4, over 900 phone calls home to families to check in and share learning goal progress (along with other reasons including well being) and online curriculum webinars to inform families of the changes in practices in K-2. Families and community members involved in either transitioning to school or out of school (to high school) were involved in several events including visits to the school, enrolment interviews, orientation sessions and parent information sessions. Several presentations and visits were also conducted over 2022 to deepen connections with local preschools and to support vulnerable students in their transitions to new settings. Families of Aboriginal and Torres Strait Islander students were welcomed into the school on several occasions to celebrate PLP goals, cultural goals and to deepen connections. The assessment schedule was sent home to communicate significant school based and external assessments in Semester 2.

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
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<p>Tell Them From Me Student Survey</p> <p>Students Display Interest and Motivation</p> <p>Increase the percentage of students who display interest and motivation in learning based on the Tell Them From Me Survey results increases towards 25% from baseline data.</p>	<p>Tell Them From Me data in 2022 from students Years 4-6 showed an increase of 6% from baseline data (59% in Nov 2021 to 65% in Nov 2022) for students showing interest and motivation in their learning.</p>
<p>Tell Them From Me Parent Survey</p> <p>Data collected in the TTFM Parent Survey 'Parents are Informed' score increases towards 0.8 above State averages.</p>	<p>In 2022 less than 10% of the parent community engaged in completing the Tell Them From Me survey. Internal data of documented phone calls and/or conversations, fortnightly newsletters, class newsletters, social media, emails and other electronic communication shows significant communication between the school and families. In 2022 the TTFM data shows a drop in Parents are informed from 6.9 in 2021 to 6.1 in 2022, which is 0.5 below state average.</p>
<p>Tell Them From Me Parent Survey</p> <p>The percentage of parents that indicate that they have been engaged in collaborative discussions with their child's teacher at least three times a year, increases towards 95%.</p>	<p>A significant focus in 2022 was to increase collaborative discussions between teachers and families at least three times a year, including termly check in phone calls, bi-ennial face to face connect conferences and additional phone calls home regarding academic, social and emotional achievement and developments. Tell Them From Me data in 2022 showed a 30% increase in this area, with 2022 data showing 86% of families engaged in at least three collaborative discussions compared to 56% in 2021.</p>
<p>School Excellence Framework</p> <p>Effective Classroom Practice</p> <p>School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice' indicates improvement above Delivering towards Sustaining and Growing.</p>	<p>School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice' indicates Sustaining and Growing again in 2022, which has remained consistent with 2021 data.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,120.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hillsborough 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"> • Numeracy <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 <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of literacy, numeracy and wellbeing as identified by internal school assessments and wellbeing data.</p> <p>After evaluation, the next steps to support our students will be: continue to employ additional staff to assist students with additional learning needs.</p>
<p>Professional learning</p> <p>\$17,346.21</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 Hillsborough 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"> • Numeracy • Whole School Wellbeing Framework • Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff engagement in the professional learning of evidence-based approaches to enhance the teaching of reading and numeracy, data skills and use as well as wellbeing practices. • unpacking the new K-2 English and mathematics syllabus with the curriculum advisor as an accelerated adopter school and reflecting upon the implementation of the units. <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of literacy, numeracy and wellbeing as identified by internal school assessments and wellbeing data.</p> <p>After evaluation, the next steps to support our students will be: continue participating in the professional learning of evidence-based approaches to enhance the teaching of reading and numeracy, data skills and use and wellbeing practices.</p>
<p>Socio-economic background</p> <p>\$28,179.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hillsborough 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"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$28,179.89</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support targeted students in the areas of literacy, numeracy and wellbeing. <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of. literacy, numeracy and wellbeing as identified by internal school data.</p> <p>After evaluation, the next steps to support our students will be: continue the employment of additional staff to support targeted students in the areas of literacy, numeracy and wellbeing.</p>
<p>Aboriginal background</p> <p>\$27,655.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hillsborough 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"> • Reading • Whole School Wellbeing Framework • Parent Engagement in Learning <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. <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of. literacy, numeracy and wellbeing as identified by internal school assessment and wellbeing data.</p> <p>After evaluation, the next steps to support our students will be: continue the employment of additional staff to deliver personalised support for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$104,348.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Hillsborough 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"> • Reading • Whole School Wellbeing Framework <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of literacy and numeracy as identified by internal school assessment data.</p> <p>After evaluation, the next steps to support our students will be: continue engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</p>
<p>QTSS release</p> <p>\$42,635.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hillsborough Public School.</p>

<p>QTSS release</p> <p>\$42,635.69</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. • implementation of instructional rounds to strengthen quality teaching practices. <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of literacy and numeracy as identified by internal school assessment data.</p> <p>After evaluation, the next steps to support our students will be: continue to provide assistant principals with additional release time to support classroom programs.</p>
<p>COVID ILSP</p> <p>\$81,813.00</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 a teacher to deliver small-group tuition to identified students. <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the areas of literacy and numeracy as identified by internal school assessment data.</p> <p>After evaluation, the next steps to support our students will be: continue the employment of a teacher to deliver small-group tuition to identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	140	120	114	110
Girls	128	123	105	103

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	91.8	94.5	91.9
1	94.8	89.3	95.7	91.3
2	94.0	92.1	94.9	94.6
3	94.1	87.6	95.2	92.8
4	95.8	91.1	93.8	93.4
5	94.0	92.8	93.9	88.9
6	94.9	92.0	92.8	92.6
All Years	94.6	90.7	94.3	92.1
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)	3.8
Classroom Teacher(s)	6.01
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*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	118,960
Revenue	2,485,847
Appropriation	2,368,634
Sale of Goods and Services	3,107
Grants and contributions	110,442
Investment income	796
Other revenue	2,868
Expenses	-2,419,447
Employee related	-2,193,941
Operating expenses	-225,506
Surplus / deficit for the year	66,400
Closing Balance	185,360

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	13,026
Equity Total	158,747
Equity - Aboriginal	26,220
Equity - Socio-economic	28,180
Equity - Language	0
Equity - Disability	104,348
Base Total	1,685,553
Base - Per Capita	55,337
Base - Location	0
Base - Other	1,630,216
Other Total	225,098
Grand Total	2,082,424

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 response to Surveys

In 2022 our students in Years 4, 5 and 6 participated in the Tell Them From Me (TTFM) Student Surveys. Students indicated they had positive relationships at school and have positive behaviour at school. Students also indicated that they value schooling outcomes and received quality instruction. There has been a positive trend in a positive sense of belonging, however, this will continue to be an area of focus in 2023. Of particular concern is the decline in students' interest and motivation in their learning. As a result, the school continues to focus on student wellbeing and engagement in our current school plan with our aim to make school 'The Place to Be'.

Parent response to Surveys

In 2022 we had 20 parents/caregivers complete the TTFM survey. The survey showed that on a 10-point scale, the average score for parents feeling the school supports learning was 6.3, the average score for the school supports positive behaviour was 7.3 and 6.6 was the average for parents feeling the school promotes a safe and inclusive environment. The average score for each of these areas is lower than the previous year however 13 fewer people completed the survey than the previous year.

62% of parents also indicated that the school has multiple ways of keeping them informed and involved. The survey showed that since the beginning of the school year, 86% of parents who completed the survey indicated that they talked with a teacher about their child's learning or behaviour at least two or more times. Parents who completed the survey indicated that 100% attended at least one meeting or social event over the year with 38% indicating they had attended at least three times. The survey indicated that parent input or parent opinions in the areas of school planning, development or review of school policies, teaching practices and curriculum (Key Learning Areas) is low. Parent engagement is an area that has been identified for further in the 2023 improvement plan.

Teacher response to Surveys

Eight teachers participated in the TTFM survey in 2022. The survey showed that on a 10-point scale the average score for collaboration, which encourages teachers to grow and develop by engaging with educators, was 7.59. Survey responses highlighted that 78.6% of teachers shared and implemented ideas about ways to help students retain what they are learning. School leaders influence all individuals within a school community, especially students and teachers. The survey found that 83% agreed that school leaders lead improvement and change. 71% of teachers neither agreed nor disagreed that students retain what they have learned after they have been tested on it. Assessment and data are areas of focus in the 2023 school improvement plan.

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.