

# 2022 Annual Report

## Hume Public School



4407

# Introduction

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

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

## School contact details

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## School vision

Hume Public School is an inclusive community committed to lifelong learning. At Hume Public School we believe every student should have the opportunity and the expectation to achieve academically, socially and emotionally. We provide a strong focus on student well-being, academic growth and social success through high-quality evidence-based teaching practice.

## School context

Hume Public School is located in Lavington, NSW and has a student enrolment of 145 students in mainstream classes, 13 students in our Support Unit and 32 students in our Preschool. A further 20 students are enrolled in our Early Intervention class. We have a strong culture of inclusion and positive relationships.

Our school has a high proportion of Aboriginal students (36%) and we support and embrace local Wiradjuri culture and language. We also welcome an increasingly diverse cultural community with an increase in the number of students with English as an additional language. This broad cultural context includes students from a range of African nations, India, Nepal and Bangladesh.

Hume Public School is a Positive Behaviour for Learning (PBL) school with the values of Respect, Responsibility and Achievement. We are implementing the Berry Street Education Model to support our existing PBL values.

Through our situational analysis, we have identified a need for explicit teaching in literacy and numeracy with an intensive focus on vocabulary development and number and measurement concepts to support growth and attainment for our students. To achieve this, the school has adopted an instructional leadership and collaborative practice approach to support consistent, quality teaching practice across the school.

Ongoing data analysis identifies student strengths and gaps in learning to inform teaching practice. Teaching and learning programs reflect a differentiated approach to support student learning needs. Individual learning support plans are created, monitored and adjusted for students with identified needs.

Non-attendance has a significant impact on our student outcomes. As a school, we prioritise attendance and engagement through a range of positive initiatives combined with school and community events to encourage positive partnerships that will support improved student attendance.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To increase the number of students achieving expected growth in literacy and numeracy through the provision of quality teaching using data driven practices, explicit teaching and personalised learning.

### Initiatives

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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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

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**Socio-economic background:** \$162,049.32

**Low level adjustment for disability:** \$45,968.00

**Aboriginal background:** \$13,960.00

**Integration funding support:** \$87,223.00

**English language proficiency:** \$37,974.01

**AP Curriculum & Instruction:** \$90,342.40

### Summary of progress

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#### Literacy

In 2022 the focus was to priority resourcing focused on embedding consistent practice across the school to improve literacy outcomes in reading, spelling and vocabulary development for all students. To this end, resourcing was provided for additional AP release to create scope and sequences, and school-based procedures for the explicit teaching of spelling and reading as well as to plan and deliver professional learning ensuring consistent implementation for all staff. The Smart Spelling Program was researched and purchased, all staff participated in the professional learning attached to the program and additional SLSO staffing ensured that Smart Spelling programs were consistently implemented as part of the morning literacy program. Executive were also released to act as teacher mentors across classrooms working shoulder to shoulder with teaching staff ensuring that consistent procedures were applied.

Data was captured internally using PAT-R and PAT-S assessments (Years 1-6) and together with Check-in and NAPLAN data was analysed to determine student growth and program impact. Early data for Smart Spelling has been encouraging, with Hattie's size effect across cohorts showing a 0.64 effect size after two terms of full implementation. This data will be further triangulated with 2023 NAPLAN data. Student attendance impacted data collection in reading at the beginning of 2022 and restricted the ability to effectively perform Hattie's size effect across cohorts. Check-in data for Year 4 indicated 6.2% growth across cohort results from Term 1 to Term 4. Internal reading data for Stage 1 showed growth across the cohort with a further 21% of the cohort achieving stage-expected reading levels between Term 1 and Term 4. 40% of Kindergarten students met or exceeded year-end Kindergarten reading expectations.

In 2023 we will continue to prioritise consistent explicit teaching in literacy through a continuation of shoulder-to-shoulder support in classrooms provided by the school executive, delivery of evidence-based professional learning in line with curriculum reform, consistent explicit guided reading and vocabulary development, along with lesson observation and peer feedback.

#### Numeracy

In 2022 the school utilised resourcing to release school executive to plan and deliver evidence-based professional learning for all staff in the area of numeracy, as well as ensuring that data analysis in numeracy was continually transparent and drove procedural adjustments. This additional release was also utilised to support teachers with shoulder-to-shoulder mentoring in classrooms and to provide planned opportunities for peer observation. Data analysis early in Semester 1 identified measurement and geometry as a whole school focus in the area of numeracy resulting in changes within initiatives to the existing school plan. This was further refined during Term 3 when executive and teaching staff analysis of NAPLAN and Check-in data identified that there was a need for the explicit teaching of content-specific vocabulary and problem-solving strategies to support student ability to work mathematically when answering applied mathematical questions. This focus resulted in adjustments to the existing school scope and sequence for the remainder of 2022. Student attendance impacted data collection in mathematics at the beginning of 2022 and restricted the ability to effectively perform Hattie's size effect across cohorts. Check-in data for Year 4 indicated an uplift of 14.2% across cohort results from Term 1 to Term 4. There was a 2.3% uplift in the Yr 6 cohort between Term 1 and Term 4.

In 2023 the school will adopt a strong focus on professional learning for staff in the area of numeracy to support curriculum reform. Staff will implement consistent procedures in the teaching of mathematics and ensure a strong focus on the explicit teaching of mathematical language and applied practice. The school will ensure that peer observation and feedback opportunities are embedded into school procedures.

### Progress towards achieving improvement measures

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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 number of students achieving in the top 2 bands in NAPLAN Reading will be trending at or above the lower bound target.	2022 NAPLAN data indicates an increase of students in the top two skill bands for reading with an upwards trajectory towards system negotiated targets.
The number of students achieving in the top 2 bands in NAPLAN Numeracy will be trending at or above the lower bound target.	2022 NAPLAN data indicates a students in the top two skill bands for numeracy continued to develop their learning towards system negotiated targets.
The number of students achieving expected growth in NAPLAN Reading will show an uplift of 3.5% from the baseline data of the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The number of students achieving expected growth in NAPLAN Numeracy will show an uplift of 2.7% from the baseline data of the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Improvement in Practice

### Purpose

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To develop teacher knowledge and capacity in areas of literacy and numeracy through high-quality professional learning, instructional leadership and collaborative practice to improve individual student outcomes.

### Initiatives

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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.

- Instructional Leadership
- Collaborative practice

### Resources allocated to this strategic direction

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**Socio-economic background:** \$177,638.43

**AP Curriculum & Instruction:** \$90,342.80

**Professional learning:** \$8,532.67

**QTSS release:** \$37,234.40

### Summary of progress

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Throughout the 2022 school year school leaders sought to develop teacher knowledge and capacity in the areas of literacy and numeracy through the delivery of high quality professional learning, instructional leadership and collaborative practice with a view to improving student outcomes.

#### Instructional Leadership

Instructional leadership initiatives saw resourcing effectively utilised to support additional executive release ensuring a planned approach to instructional leadership was prioritised. Executive ensured that internal and external data was captured and analysed to ensure that procedural adjustments and professional learning was data-driven and responsive. Instructional leaders provided in-class support to targeted and early career teachers, as well as planned opportunities for peer observation and feedback when staffing permitted. Weekly professional learning was carefully planned in line with SIP initiatives, utilising evidence-based research and Department resources. Staff were provided with termly, Professional Learning Overviews that drew clear links between weekly professional learning and the Australian Teaching Standards.

The impact of Instructional Leadership initiatives was measured through internal teacher surveys. These surveys identified that a majority of staff believed that the school instructional leadership model had supported a change in practice, improved their understanding and use of evidence-based teaching strategies, and had improved their capacity to use and analyse student data when planning for teaching.

Throughout 2023 school executive will lead the analysis of student data and teaching practice to identify adjustments leading to improved student outcomes and growth. Shoulder-to-shoulder in-class support and continuous rounds of peer observation and feedback will be a focus.

#### Collaborative Practice

During 2022 lesson observations were supported by the Quality Teaching Framework with staff triads being created to support collaborative practice. Regular cycles for peer observation were interrupted due to COVID and will be reinstated in the 2023 school year as a priority focus. Further collaboration opportunities were in-built into weekly professional learning through the inclusion of cooperative learning strategies, planned professional dialogue, reflective practice templates and shared professional readings. Stage planning for teaching and learning programs was conducted on Google Drive ensuring that staff could access each other's programs and collaboratively program on-site or remotely. Templates and platforms utilised for student reporting processes offered similar collaborative opportunities. Procedural adjustments to reading and spelling programs throughout 2022 were a result of staff consultation and collaboration. This saw the creation and implementation of school-wide spelling and reading procedures as well as a consistent guided reading template. This planned approach will be further applied in 2023 with a focus on the development of school-wide mathematics procedures and templates.

The impact of these initiatives has been seen through improvements in teacher scores on the People Matter, Employee Survey (PMES) survey. The 2022 PMES evidenced significant improvements across the leadership domain where staff identified that senior managers effectively modelled Departmental values and provided a clear direction for the future of

the organisation.

In 2023 school executive will monitor classroom practice and programs to ensure evidence-based strategies are embedded across the school. The school will develop and implement a model for continuous peer observation that focuses on collaborative feedback to improve practice. The executive will continue to focus on strengthening relational trust to ensure that optimum conditions for collaboration are achievable.

### Progress towards achieving improvement measures

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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
Teachers reporting on the external surveys against the element of <i>Collaboration</i> will increase by 5% from the baseline data.	There has been an increase from baseline data on the element <i>Collaboration</i> where staff reflect and improve upon teaching practice.
Teachers reporting on external staff surveys against the element of <i>Leadership Practice</i> will increase by 5% from the baseline data.	There has been an increase from baseline data on the element <i>Leadership practice</i> across the school in a positive trajectory.



## Strategic Direction 3: Wellbeing and Engagement

### Purpose

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To have strategic and planned well-being processes that support student attendance and engagement through early intervention and positive partnerships with the school community.

### Initiatives

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

- Wellbeing
- Community Partnerships and Engagement

### Resources allocated to this strategic direction

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**Aboriginal background:** \$95,064.20

**Low level adjustment for disability:** \$109,702.10

**Integration funding support:** \$23,080.00

**Socio-economic background:** \$109,637.03

**Professional learning:** \$16,034.88

**Per capita:** \$43,928.35

**English language proficiency:** \$14,000.00

**Location:** \$1,510.89

**Refugee Student Support:** \$2,750.72

### Summary of progress

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#### Wellbeing

Throughout 2022, the focus was on developing a school wellbeing strategy and an attendance strategy through the provisions of professional learning with the Berry Street Educational Model (BSEM) and a strong Learning and Wellbeing team to implement programs to support students with identified needs. Resourcing was distributed to provide additional professional learning for new staff in the BSEM and all staff received weekly professional learning to revisit strategies that supported positive student wellbeing and self-regulation practices. A student learning support officer (SLSO) was employed to deliver targeted wellbeing programs to support social skills development for identified students.

The school Learning Support Team (LST) carefully monitored individual student wellbeing through weekly or fortnightly meetings. The LST supported teachers with classroom strategies and learning support procedures such as the development of learning support plans (ILSPs, PLPs and risk assessments), identified appropriate resourcing for funded students, and worked closely with external agencies, families and allied health to support student wellbeing. Proactive strategies supported student wellbeing through positive initiatives to encourage 'student voice' and support student engagement. Initiatives such as the Student Representative Council (SRC), SRC-Aboriginal and the 'Building Student Leaders' program all promoted positive engagement to encourage improved school-wide student wellbeing.

The impact of these activities has seen an increase in student outcomes for positive relationships and positive behaviour at school in the Tell Them From Me Student Survey results. Staff results indicated that most staff felt that Hume Public School was a welcoming place for all students offering an inclusive environment and positive learning culture.

In 2023, strategic and planned school processes will continue to be prioritised when implementing whole school improvements to student wellbeing. School executive will continue to closely monitor student wellbeing to ensure current strategies are embedded and existing strategies are refined to meet emerging individual, cohort, and school needs.

#### Community Partnerships and Engagement

Community partnerships and engagement were encouraged throughout 2022. Communication via social media apps, newsletters and face-to-face or telephone conversations supported parents in connecting with the school and having an understanding of the Positive Behaviour for Learning and Attendance Rewards programs. Students also benefited from specialist program delivery by Murray Conservatorium for music instruction and Blueearth for physical education and wellbeing programs across the school. Whole school events were well attended throughout the later part of the year, with parents, carers and community members attending rewards days and musical performances. Our Aboriginal Education Officer made regular, daily phone calls to Aboriginal families encouraging attendance and offering support, from the school or within the Department, where needed.

The impact of these activities has seen the school exceed the NSW Govt norm of 'parents feeling welcome', and the school being 'inclusive' in the Tell Them From Me Parent Survey results.

In 2023 executive will continue to guide and develop community partnerships and engagement for the benefit of our students. The school will investigate alternative social media apps and communication methods to reach all parents. Activities and events at the school will be used to continue to strengthen family engagement with the school and partnerships within the community.

### Progress towards achieving improvement measures

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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 number of students attending school more than 90% of the time will increase 2% from our baseline data.	The number of students attending greater than 90% of the time or more has decreased 17%.
Students reporting on the Tell Them From Me student survey against the elements of <i>Expectations for Success</i> , <i>Advocacy</i> , and <i>Sense of Belonging at School</i> will increase 1% from the baseline data	Students reporting positive wellbeing outcomes has decreased by 4% across the positive wellbeing measures but remains above the system negotiated target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,750.72</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Partnerships and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support.</li> <li>• strengthening orientation and transition program for identified students.</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> partnerships between the school and the parents/carers has been strengthened through regular communication and support at times for activities such as transition and special school events, particularly when the students involved were school leaders. In the preschool, EAL/D families have been able to converse their needs and queries to a bilingual school learning support officer (SLSO) who has been able to address early learning concerns directly with the parents/carers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ a bilingual school learning support officer (SLSO) to support students and their families to clarify learning and support families in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$110,303.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hume Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• consultation with external providers for the implementation of the Berry Street Education Strategy.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• consultation with external providers for the implementation of 1:1 transition support.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> most eligible students demonstrating progress towards their personalised learning goals. All ILSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning</p>

<p>Integration funding support</p> <p>\$110,303.00</p>	<p>and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$467,923.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hume Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Instructional Leadership</li> <li>• Collaborative practice</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the Berry Street Education Model and Smart Spelling to support student learning.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• employment of additional staff to support literacy and numeracy program implementation throughout the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> differentiated teaching through on-going assessment followed by targeted literacy and numeracy programs for all students performing below the expected level for their stage. Professional learning has ensured staff are able to meet student need through explicit teaching strategies and have been able to identify gaps in learning through data analysis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage additional staff for literacy and numeracy programs to support our trajectory toward achieving targets. Students will be encouraged to attend school on a regular basis to ensure they are accessing the entire curriculum, and not having gaps in their learning.</p>
<p>Aboriginal background</p> <p>\$109,024.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hume Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Wellbeing</li> <li>• Community Partnerships and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students.</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• employment of additional staff to support literacy and numeracy programs.</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul>

<p>Aboriginal background</p> <p>\$109,024.20</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, with on-going links developed with families.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage with our Aboriginal community through our Aboriginal Education Officer (AEO), with a focus on attendance, to deliver differentiated and personalised learning opportunities to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$51,974.01</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hume Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Community Partnerships and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication.</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing high growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use. Preschool students were able to converse with bilingual school learning support officer (SLSO) and integrate with peers and participate in activities, understanding expectations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide trained staff that can build literacy and numeracy skills meeting the needs of individual EAL/D learners, and identify 'next step' practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$155,670.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Hume Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• support for students in social skills program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Individual learning plans for targeted students have also been developed. Small group sessions for students with identified social and emotional needs have been implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$155,670.10</p>	<p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,510.89</p>	<p>The location funding allocation is provided to Hume Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Partnerships and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate.</li> <li>• incursion expenses.</li> <li>• student assistance to support excursions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to develop sound communication and relationships between parents/carers and the school to ensure that students do not miss learning opportunities offered.</p>
<p>Professional learning</p> <p>\$24,567.55</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hume Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring, co-teaching and shoulder-to-shoulder teaching practice.</p>
<p>QTSS release</p> <p>\$37,234.40</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hume Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• assistant principals provided with additional release time to support classroom programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>QTSS release</p> <p>\$37,234.40</p>	<p>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employing an Assistant principal to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$137,666.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and school learning support officers (SLSO's) to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor the progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy (vocabulary) and numeracy (whole number).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority, along with securing teaching staff to lead the program.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	76	80	81	80
Girls	73	75	75	71

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.1	85.8	81.2	77.0
1	87.3	82.5	81.7	80.7
2	85.5	85.0	79.5	74.2
3	83.5	85.1	83.1	73.8
4	88.0	84.7	86.8	81.0
5	85.3	80.9	82.6	73.4
6	88.6	83.9	82.8	70.4
All Years	85.8	84.2	82.4	75.6
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	8.47
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	7.31

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	287,280
<b>Revenue</b>	3,764,505
Appropriation	3,733,859
Sale of Goods and Services	836
Grants and contributions	28,555
Investment income	1,155
Other revenue	100
<b>Expenses</b>	-3,637,080
Employee related	-3,265,541
Operating expenses	-371,539
<b>Surplus / deficit for the year</b>	127,425
<b>Closing Balance</b>	414,705

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,679
<b>Equity Total</b>	792,602
Equity - Aboriginal	117,034
Equity - Socio-economic	467,924
Equity - Language	51,974
Equity - Disability	155,670
<b>Base Total</b>	2,000,876
Base - Per Capita	43,928
Base - Location	1,511
Base - Other	1,955,437
<b>Other Total</b>	556,003
<b>Grand Total</b>	3,428,160

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Through a process of surveys and conversations, it was noted that students, parents and staff continue to believe our school is a safe and happy environment that promotes high expectations of our students. Community consultation continued through 2022 on the process of implementing the Strategic Improvement Plan which has been a pleasing process to see what we have been doing well and areas for opportunities to occur.

All students express great satisfaction with their learning experiences and demonstrate positive attitudes towards their schooling. Attendance rates are aspects for further development across the school. Within the Hume Public School community, strong home-school links have been forged and continue to be fostered to enable collaborative, effective working partnerships and a streamlined learning environment for all students.

Survey results with staff indicated there was a great improvement in collaboration, targeted quality professional learning and a school focus on the pursuit of excellence in teaching strategies, learning culture and being an inclusive school.

Feedback from parents and carers on the school's community and wellbeing support and engagement indicated that they feel welcomed and the school supports positive behaviour. The school completed a situational analysis that involved conversations with parents, carers, students and staff to determine the current context of the school's progress and to identify key focus areas to include as future directions.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.