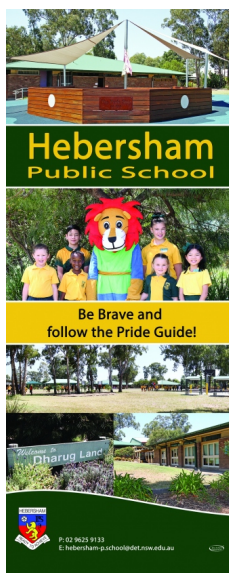


# 2022 Annual Report

## Hebersham Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Hebersham 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

Hebersham Public School promotes an inclusive and diverse school community that delivers quality learning and teaching opportunities that are personalised, evidenced based and which build upon future focused pedagogies for students to become literate and numerate, successful, active, and informed citizens. Our students are active collaborators and integral contributors to school culture, where authentic relationships are valued by the school community. Hebersham Public School aims to nurture the development of responsible citizens through fostering innovative thinking, creative problem solving and global perspectives where all are valued, inspired, and motivated to reach their full potential.

***Hebersham Public School strives to ensure a continued cycle of school improvement to maximise student learning outcomes.***

## School context

To maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Hebersham Public School is in Western Sydney and has a student enrolment of 546. The school culture is that of connectedness, inclusion and belonging with students, staff, parents, and the wider community working together to promote school excellence. Positive Behaviour for Learning underpins the academic success, positive well-being and school engagement of all students encouraging them to be brave and follow the *Pride Guide: be a learner, be respectful; be safe*.

Our school is supported by a strong and vibrant multi-cultural community. 50% of our students have a language background other than English and 78% require some level of EAL/D (English as an Additional Language or Dialect) support. 20% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds. The schools Family Occupation and Education Index is 151.

The whole school community, involving students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified. Through the careful analysis of data, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and on developing greater consistency of teacher judgement within and across schools.

The implementation of our Strategic Improvement Plan will lead to improved outcomes for all students.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

The purpose of Strategic Direction 1 is to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas. Further development and refinement of data driven teaching practices will be responsive to the learning needs of individual students.

### 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.

- Effective Classroom Practice in Reading and Numeracy
- Collegial Coaching and Mentoring

### Resources allocated to this strategic direction

**Socio-economic background:** \$156,307.00

**Professional learning:** \$16,500.00

**Literacy and numeracy:** \$75,776.73

### Summary of progress

#### Effective Classroom Practice in Reading and Numeracy

The school's Assistant Principal Curriculum and Instruction (APCI) used data on student progress K-6 to strategically plan tiered interventions and identify professional learning needs of staff. Data was collected and analysed to identify 'at risk' students in order to improve overall literacy and numeracy skills. Data collection was aligned with the school English and Mathematics assessment schedule to inform collective decisions about student learning.

#### MiniLit training and assessment

Teachers trained in a tier 2 small group reading program for students in the bottom 25% of the expected range for their age group in Years 1 and 2. The program provided explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. Students progress is monitored through ongoing testing and evaluation. At the beginning of each term, students complete a pre-test and at the completion of the term, a post-test. These results are analysed to see improvements made and to identify areas for further improvement. Although the program had many disruptions students gained confidence in phonemic awareness, phonics, fluency and vocabulary.

#### MacqLit training and assessment

Teachers trained in an explicit and systematic reading intervention program for small groups of low-progress readers in Years 3 and 4. It provided teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Although the program had many disruptions students benefited from the explicit, small-group reading instruction.

#### InitialLit training and assessment

Kindergarten teachers trained in an evidence-based whole-class literacy program which provided all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit addressed all five key components for effective instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. InitialLit has provided consistency in learning outcomes across classrooms, laying the foundation for more effective collaboration.

#### Phonological Awareness Diagnostic Assessment

The assessment was used to inform teachers how students are progressing in phonological awareness. The assessment complemented existing strategies used to identify students' progress in foundational literacy skills development.

#### SMART Spelling

SMART spelling is a systematic, explicit, and synthetic (SES) phonics approach. Spelling is taught through pattern and regularity. SMART spelling is a whole school approach and rules are taught in the context of words, in a way that builds on from prior years. Term 1 and Term 4 baseline data shows improvement in spelling throughout years 1-6.

In 2023, COVID ILSP, Support Unit and Year 1 teachers will be trained in the implementation of MultiLit, an intensive reading program designed to increase children's progress in reading accuracy, fluency, comprehension, and spelling. Term 1 and Term 4 baseline data will be analysed to show student growth.

### Collegial Coaching and Mentoring

Early career teachers (ECT) were released for 1hr per week to work alongside the APCI and/or Teacher Mentor. Program implementation of this release was negotiated between the ECT and Executive member to ensure each teacher's needs were met.

Professional and Welfare Support (PAWS) meetings were held 3 times per term and were mandatory for all early career teachers. These meetings allowed for discussion and clarification around administrative and teaching and learning concerns brought up directly through Executive meetings or by the ECTs themselves. A strong bond was formed with ECTs as they supported each other in this program throughout their beginning year of teaching.

Through reflection and professional dialogue with the APCI and QTSS support, teachers demonstrated a deeper knowledge of syllabus documents and PLAN2 to program quality, differentiated lessons. This was also reflected in improved staff confidence and teaching practice.

In 2023, the implementation of Quality Teaching Rounds (QTR) will continue in order to improve teacher professional development and impact on the quality of teaching, teacher morale and school culture. QRTs will empower teachers to enrich student learning through a collaborative, teacher-driven framework that enables teachers to analyse and improve their practice. QRTs will build the confidence and capacity of teachers at all career stages.

### 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
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 28%.	<ul style="list-style-type: none"> <li>• 20.93% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating a 0.8% positive shift towards the lower-bound target when compared to the previous year.</li> </ul>
Improvement in the percentage of students achieving in the top 2 bands in numeracy above the lower bound system-negotiated target of 19%.	<ul style="list-style-type: none"> <li>• 12.88% of students achieved in the top two bands in NAPLAN <b>numeracy</b> in comparison to 13.73% the previous year.</li> </ul>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target 33% for reading and 28% for numeracy.	<ul style="list-style-type: none"> <li>• 17.65% of Aboriginal students have achieved results in the top 3 NAPLAN bands in <b>numeracy</b> indicating progress yet to be seen toward the lower bound target.</li> </ul>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target 33% for reading and 28% for numeracy.	<ul style="list-style-type: none"> <li>• 23.33% of Aboriginal students have achieved results in the top 3 NAPLAN bands in <b>reading</b> indicating progress yet to be seen toward the lower bound target.</li> </ul>
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 61.8%	<ul style="list-style-type: none"> <li>• Growth in <b>literacy</b> can not be gauged due to the cancellation of NAPLAN in 2020.</li> </ul>
Increase the percentage of students	<ul style="list-style-type: none"> <li>• Growth in <b>numeracy</b> can not be gauged due to the cancellation of</li> </ul>

achieving expected growth in NAPLAN numeracy by 55.2% from system-negotiated baseline targets.	NAPLAN in 2020.
School evidence supports validation of effective classroom practice, explicit teaching and feedback at delivering.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.</li> </ul>

## Strategic Direction 2: Future Focused Pedagogy

### Purpose

The purpose of Strategic Development 2 is to develop a whole school embedded approach to Visible Learning in which teachers use evidence based best practice to support student learning outcomes.

### Initiatives

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

- Embedded and Integrated Technology
- Effective Classroom practice in Visible Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$203,323.87

### Summary of progress

#### Visible Learning

Our journey began on 10th February 2022 with **The Mind-frames Survey**. The survey measured how teachers and leaders think about learning and their own role against the mind-frames articulated by John Hattie. An online questionnaire was sent to our school's staff and leaders to measure their Mind-frames skills. The survey consisted of 57 statements relating to a range of pedagogical approaches and beliefs. The purpose of the survey was to measure the extent to which a teacher agrees or disagrees with these statements. Based on these results, educators and leaders were able to evaluate the extent to which the 'theories of practice' are evident in our school and if they match the Mind-frames articulated by John Hattie.

**Cycle 1 Foundation of Visible Learning** for whole staff, was undertaken Term 1 2022. The seven modules translated the research of John Hattie into practical pathways to begin thinking about what implementation might look like in classrooms and school, focusing on building understanding of what does and does not make a difference to student learning. Due to COVID restrictions the modules were undertaken as online courses beginning February 16th and ending 29th May 2022.

**Evidence Into Action Day 15 May 2022**, Evidence into Action 1 is a PL session during which a trained Visible Learning consultant helped the school leadership team understand the importance of being an evaluator of our impact in our school; making decisions based on evidence and how to use the evidence as a basis for our decision making.

**Leadership: Evidence Into Action Day 2 - 23rd June**. This gave the leadership team the opportunity to explore data collected in order to plan actions that, when implemented with fidelity, would make a positive difference to the outcomes for the students in our school. Using the evidence an Action Plan was created to move the learning forward.

**Learning Visible: LISC - face to face workshop 18th July**. This professional learning provided an opportunity for staff to learn more about: why clarity is important for teachers and learners; how learning intentions and success criteria contribute to teacher clarity; how to develop effective learning intentions and make them visible to learners.

**In 2023**, the observing and analysing of data in order to understand individual learning needs, set goals and objectives for the students, effectively implement differentiated instruction, and engaging students in their own learning will continue. We will look at characteristics of our students being able to articulate what they are learning and why, talk about how they are learning and the strategies they are using to learn.

### 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
100% of teaching and learning programs have embedded learning goals and success criteria.	All Mathematics and writing programs included learning goals and success criteria. Learning goals are being used to describe what students will learn during a lesson and success criteria are derived from learning goals.



100% of teaching and learning programs have embedded learning goals and success criteria.	Students are engaging with LISC to demonstrate that they have met the learning goal through the success criteria, indicating what students will say, do, make, or write.
100% of teachers effectively integrate digital technology competencies through teaching and learning programs.	Devices were ordered for 3-6 students to access. Charging boxes were also purchased for each classroom from Year 1 - Year 6. Year 1 students were provided with iPads whilst classes 2-6 are provided were provided with laptops. As a result, there has been a significant increase in the integration of technology in teaching and learning programs.

## Strategic Direction 3: Authentic Connections

### Purpose

To foster genuine partnerships between staff, students, parents and our wider community allowing all stakeholders to feel a sense of belonging and connectedness with the school leading to enhanced student outcomes.

### Initiatives

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

- Valuing Aboriginal culture
- Systematic Attendance Processes
- Connecting with our community

### Resources allocated to this strategic direction

**Aboriginal background:** \$166,795.40

**Socio-economic background:** \$211,616.00

### Summary of progress

Self-assessment against the School Excellence Framework shows the school currently performing at excellent in the element of wellbeing. 100% of staff members participated in Brewongle cultural awareness professional learning and have access to cultural resources including Wingaru. This has supported teachers to embed Aboriginal perspectives into the curriculum. 100% of classroom teachers worked with the Aboriginal Education Officer (AEO) to develop and monitor Personalised Learning Pathways (PLP's) for First Nations students, supporting a learning culture of high expectations. The Deadly Awards assembly provided First Nations families with an opportunity to value academic success in an informal, culturally inclusive setting. The Reconciliation Action Plan (RAP) was completed and published through Narragunnawali.org after the Aboriginal Education team worked to achieve 14 reconciliation initiatives. A RAP survey was completed by students, staff, and community members which was used to inform decision making about Aboriginal Education. Totem poles and a personalised Acknowledgement of Country sign were purchased which has promoted the visibility of respect for Indigenous cultures at our school. Cultural incursions, NAIDOC celebrations, and PSSA uniforms with Indigenous art patterns have demonstrated our school commitment to the valuing of First Nations traditions. We will continue to explore and refine quality teaching that embeds meaningful cultural perspectives and involves families and community. The RAP will be assessed and updated in Term 4 of 2023.

Attendance across our school continues to be of concern. Ongoing incentives are in place targeting students who have shown improvement in their attendance as well as those reaching or exceeding targets. Our school has updated many of our visual signage continuing our goal to make our school an inviting place for our students, their families and our community. We share attendance successes via social media and electronic school signage as well as invitations for our families to join their children in celebratory attendance BBQs. As a school Scout data is monitored regularly and we encourage ideas of ways to boost attendance across our school to be shared. Attendance data is collected, analysed and shared weekly with all school staff.

### 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
Increased percentage of students attending school more than 90% of the time to be above the lower bound target of 69.3%	There has been a decrease in students attending more than 90% of the time from 54.87% in 2021 to 35.76% in 2022. It is believed this is due to full time face to face learning returning in 2022. As a school a number of new incentives have been introduced to complement existing strategies to boost attendance. These have included weekly shout outs to individual students and an end of year morning tea with the principal for students attending school more than 95%, both of which have been well received. There have also been semester BBQs held with classes and their families for those having the best attendance and most improved attendance.
Tell Them From Me student surveys	Tell Them From Me data shows an overall decrease in Aboriginal student

<p>indicate an increase in the percentage of Aboriginal students feeling a sense of belonging, connectedness and advocacy at school comparable to the 2021 progress measure.</p>	<p>wellbeing including a 17% decrease in advocacy at school. There was an overall 11% decrease in expectations of success however the data for girls was sustained from 2021. There was a 4% increase in a sense of belonging for our Aboriginal students from 2021. Aboriginal girls showed a 10% increase in belonging whilst a there was a 4% decrease in boys. It is believed this is due to full time face to face learning returning in 2022. 2023 will focus on rebuilding existing strategies to boost Aboriginal student wellbeing and address the decrease in wellbeing for Aboriginal boys.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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>• 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>• A variety of Literacy resources were purchased to support our students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> resources purchased were used to effectively engage our students in literacy learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using funding to support our next influx of students.</p>
<p>Socio-economic background</p> <p>\$995,308.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hebersham 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>• Effective Classroom Practice in Reading and Numeracy</li> <li>• Collegial Coaching and Mentoring</li> <li>• Effective Classroom practice in Visible Learning</li> <li>• Embedded and Integrated Technology</li> <li>• Systematic Attendance Processes</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 in the MultiLit program to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers became increasingly confident in the teaching of Reading and Writing. Students were highly engaged in lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of InitialLit, MiniLit and MacqLit explicit literacy instruction. InitialLit will be implemented in Year 1. Support Unit teachers will be trained in InitialLit.</p>
<p>Aboriginal background</p> <p>\$166,795.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hebersham 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>• Valuing Aboriginal culture</li> <li>• Connecting with our community</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>• Wingaru</li> </ul>

<p>Aboriginal background</p> <p>\$166,795.40</p>	<p>Totem Poles Muru Mittigar Incursion Sydney Zoo Dreaming Incursion Dion Drummond Incursion Philip Green Incursion NAIDOC shirts, hats, lanyards, wristbands, and temporary tattoos PSSA Uniforms SistaSpeak Drink bottles and bags Brewongle Staff PL Additional Resources</p> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff members are trained in cultural awareness and have access to cultural resources. Totem poles and a personalised Acknowledgement of Country sign were purchased which has promoted the visibility of respect for Indigenous cultures. Cultural incursions, NAIDOC celebrations, and PSSA uniforms with Indigenous art patterns have demonstrated our school commitment to the valuing of First Nations traditions. The Tell Them From Me data showed a 4% increase in a sense of belonging for our Aboriginal students from 2021.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to explore and refine quality teaching that embeds meaningful cultural perspectives and involves families and community. The RAP will be assessed and updated in Term 4 of 2023.</p>
<p>English language proficiency</p> <p>\$305,830.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hebersham 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>• 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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• staff trained to implement MiniLit and MacqLit targeted literacy interventions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD team provided classroom support to targeted students in MiniLit (St1) and MacqLit (St2). Assessment data was collected to select children for small group, targeted intervention in Literacy. Regular professional discussions with teachers assessed growth and areas of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation of the MiniLit and MacqLit programs in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$341,618.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Hebersham 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>• 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention</li> </ul>

<p>Low level adjustment for disability</p> <p>\$341,618.66</p>	<p>Breakfast Club which improves their focus to increase learning outcomes</p> <ul style="list-style-type: none"> <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>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in student engagement and learning. SLSO's employed across the school allowed students to engage in learning activities in small group settings. Negative referrals of identified students decreased across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Professional learning</p> <p>\$41,835.26</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 Hebersham 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>• Effective Classroom Practice in Reading and Numeracy</li> <li>• Other funded activities</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>• InitialLit - F and InitialLit - 1 PL to provide teachers with daily whole-class literacy lessons targeting key skills required for successful literacy development in the first two years of schooling.</li> <li>• MiniLit PL - small group reading program to provide explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading.</li> <li>• MacqLit PL - An explicit and systematic reading intervention program for small groups of low-progress readers in Year 3 and 4. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers were provided with daily whole-class lessons to target the key skills required for successful literacy development during the first year of schooling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue professional development and enable all staff to engage in a cycle of continuous professional learning catering to the needs of students and staff at Hebersham Public School. InitialLit, MiniLit and MacqLit explicit literacy instruction will continue. InitialLit will be implemented in Year 1.</p>
<p>Literacy and numeracy</p> <p>\$75,776.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hebersham Public School from Kindergarten to Year 6.</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>• Effective Classroom Practice in Reading and Numeracy</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> </ul>

<p>Literacy and numeracy</p> <p>\$75,776.73</p>	<ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Kindergarten students were provided with the knowledge and strong foundations needed to become successful readers and writers. The purchasing of literacy resources such as quality picture books for guided and shared instruction increased student engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Covid ILSP, LaST and SLSOs to continue working with Stage 1 students, implementing MiniLit and Stage 2 students, implementing MacqLit to explicitly target literacy skills in readers.</p>
<p>QTSS release</p> <p>\$112,852.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hebersham 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>• Other funded activities</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>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Early Career Teachers (ECTs) were released for 1hr per week to work alongside their stage supervisors and/or Instructional Leaders. Release was negotiated between the ECT and Executive member to ensure each beginning teachers' needs were met. Collegial coaching and mentoring through Quality Teaching Rounds (QTR) improved staff confidence and teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continued employment of a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Quality Teaching Rounds will continue to support teachers through coaching and mentoring.</p>
<p>COVID ILSP</p> <p>\$397,081.00</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/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group targeted intervention in literacy and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy with a focus on reading accuracy, fluency, comprehension and spelling</li> <li>• releasing staff to participate in professional learning in InitialLit, MiniLit, Macqit</li> </ul>

<p>COVID ILSP</p> <p>\$397,081.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> a comprehensive learning support program to deliver intensive small group tuition for students who have been identified as most likely to benefit from additional support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of MiniLit (St1) and MacqLit (St2) small group tuition using assessment and data sources to identify specific student needs. Additional in-class support for targeted students will continue with regular monitoring and assessing to meet learning goals.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	292	285	277	259
Girls	294	273	268	260

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.2	91.6	87.3	82.1
1	87.2	91.5	90.0	80.7
2	87.5	90.0	90.2	83.6
3	89.4	91.2	86.1	84.1
4	87.8	90.5	88.3	80.8
5	89.6	92.1	88.3	82.3
6	85.4	91.8	87.7	81.7
All Years	87.8	91.2	88.2	82.2
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
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	20.87
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	7.96

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	668,480
<b>Revenue</b>	7,813,358
Appropriation	7,679,254
Sale of Goods and Services	19,815
Grants and contributions	111,145
Investment income	2,676
Other revenue	468
<b>Expenses</b>	-7,337,355
Employee related	-6,513,976
Operating expenses	-823,379
<b>Surplus / deficit for the year</b>	476,002
<b>Closing Balance</b>	1,144,482

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>	688
<b>Equity Total</b>	1,809,552
Equity - Aboriginal	166,795
Equity - Socio-economic	995,308
Equity - Language	305,830
Equity - Disability	341,619
<b>Base Total</b>	4,411,537
Base - Per Capita	142,274
Base - Location	0
Base - Other	4,269,263
<b>Other Total</b>	696,139
<b>Grand Total</b>	6,917,916

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

In 2022, the school sought the opinions of parents, students, and teachers about the school. Their responses are presented below.

Parents/teachers and students are satisfied with the reporting and conducting of three- way interviews. Staff and parents appreciate the communication structures in the school and suggested more electronic communication. Facebook continues to be a successful means to communicate and share moments with parents. Parents would like swim school to continue in 2023. Parents and students value the Stephanie Alexander Kitchen Garden (SAKG) program for our Year 4 and Support class students and see an impact in their homes. Parents and staff are very satisfied with Children First working with the school in delivering a playgroup with 9 families attending. Staff feel that Hebersham Public School has a culture of collaborative practice in which professional dialogue, sharing of plans, ideas and resources support student engagement and achievement.

Tell Them From Me data shows an overall decrease in Aboriginal student wellbeing including a 17% decrease in advocacy at school. There was an overall 11% decrease in expectations of success however the data for girls was sustained from 2021. There was a 4% increase in a sense of belonging for our Aboriginal students from 2021. Aboriginal girls showed a 10% increase in belonging whilst a there was a 4% decrease in boys. It is believed this is due to full time face to face learning returning in 2022. 2023 will focus on rebuilding existing strategies to boost Aboriginal student wellbeing and address the decrease in wellbeing for Aboriginal boys.



# 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.