

2022 Annual Report

Hambledon Public School



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Introduction

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

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

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School vision

Hambledon Public School is committed to providing a vibrant and innovative culture that engages every child through high expectations in learning excellence. We foster a nurturing environment that values inclusivity and engages our community in developing positive partnerships. We expect students to inquire, collaborate, create and communicate to become confident visible learners who have the skills to succeed, connect and thrive as global citizens.

School context

Hambledon Public School serves a small part of the Quakers Hill Community in North-West Sydney. The school celebrated our 25th anniversary in 2019. With new housing developments the school has shown consistent growth with now over 800 students.

Our school has 18 students that identify as First Nation or Torres Strait Islander. Over half of our school student body identify as being from a language background other than English. Our FOEI (Family Occupation Education Index) is 49 and our ICSEA (Index of Community Socio-Educational Advantage) is 1062. Education and student achievement is highly valued by our school community.

Our staff expect students to be "Hambledon Learners" who inquire, collaborate, create and communicate. We have high expectations of our students and our school motto "learning for life" encapsulates our vision for our students. As a Positive Behaviour for Learning (PBL) school, we focus on nurturing citizens who are respectful, responsible and safe.

Student learning and wellbeing is a priority for Hambledon's dedicated and conscientious staff. A mixture of experienced and early career teachers provide purposeful and engaging learning activities which cater for all students.

Our Learning Support Team (LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. They additionally develop and implement extension programs and opportunities for identified gifted and talented students.

Through our situational analysis, we have identified a need to use data driven practices to ensure all students learning needs are addressed. Analysis of school data showed that reading - comprehension and numeracy - problem solving are areas of focus for the new school plan. Our whole school focus is to build teacher capacity, improving student achievement and growth in these areas.

On investigation of wellbeing metrics it is evident that student sense of belonging and advocacy is an ongoing focus. A whole school focus on wellbeing will drive student engagement, underpinned by the Wellbeing Framework.

Through our SEF S-aS, Tell Them from Me surveys and our involvement in the LEED (leading evaluation, evidence and data) project, collaborative practices have been identified as an area of enhancement for our school. As part of our new school plan we aim to deepen connections between home and school and provide smooth transitions between settings.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To optimise learning that is responsive to student need we will build teacher capacity by developing a shared understanding of effective pedagogy and the use of data informed practices.

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.

- Explicit and effective teaching pedagogy
- Data informed practice

Resources allocated to this strategic direction

Socio-economic background: \$56,785.83

Professional learning: \$48,736.77

AP Curriculum & Instruction: \$210,799.40

Per capita: \$193,805.31

Beginning teacher support: \$60,868.00

Summary of progress

In Strategic Direction 1, the literacy team and numeracy team worked to increase staff capacity in the teaching of literacy and numeracy.

The numeracy team continued to work with the Maths Strategy advisor - using Stage 2 and Stage 3 classes as a pilot project in using authentic, open-ended tasks to promote critical thinking and articulation of student reasoning in mathematics. Teachers were supported by the provision of modelled evidence-based teaching practices and provided professional feedback. Teachers reported an increase in confidence, knowledge and expertise. There was a focus on using number talks in numeracy to further promote critical thinking and articulation of student reasoning. Formative assessment opportunities in number talks were explored as a methodology for high impact, responsive teaching practises. In addition, the team worked with the Maths Strategy advisor in providing authentic assessment opportunities for students and clear, concise reporting to parents as to student progress.

The Literacy Team had a strategic focus on building teachers' capacity to effectively implement explicit teaching of phonics, using a whole school metalanguage and approach. This was enabled by the permanent employment of two full time Assistant Principals, Curriculum and Instruction (APCI's) who spearheaded this initiative through lesson demonstrations, shoulder to shoulder teaching and creation of resources to sustain an explicit instruction approach. A whole school scope and sequence in phonics, matching units of instruction in phonics, phonemic awareness programming and etymology and morphology across the school aided this initiative. A large bank of decodable readers were purchased to support the explicit teaching of phonics and using the "Science of Reading" approach in classrooms. Additionally, a large bank of rich texts were purchased to enable the teaching of the new K-2 English Syllabus Units in 2023. New staff members participated in professional learning from La Trobe University's SOLAR lab around the "Science of Reading". Teachers were assisted in using data to accurately inform their practice, including further professional learning to deeply analyse, and identify the implications of, NAPLAN, Check-in, and school-based assessment results K-6, facilitated and supported by the APCIs.

The impact of using per capita funding, professional learning funding and funding for Assistant Principals, Curriculum and Instruction was that teaching pedagogy was made more explicit and students now have a cohesive pedagogical approach to the teaching of literacy and numeracy across the school, using current teaching pedagogy.

In 2023, With the implementation of the English K-2 and Mathematics K-2 Syllabus in 2023 as well as English K-6 and Mathematics K-6 in 2024, further focus will be on building whole staff expertise in the new syllabi and the teaching pedagogy that underpin them. There will be whole staff professional learning from the New South Wales Maths Strategy Team in "Big Ideas to Start Strong" to support the implementation of new mathematics syllabus documents in 2023 and 2024. Staff will engage in intermediate "Science of Reading" professional learning from La Trobe University's SOLAR lab. Staff will work alongside executive staff in deeply analysing data from summative assessments as well as systematically using formative assessment opportunities to inform responsive teaching targeted at student need.

In response to the change in pedagogy, PAT assessments and Bench marking are no longer relevant tools for assessment of student progress. The assessment schedule includes the phonemic awareness tool, spelling diagnostic tool and reading fluency tool to assess student improvement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of students in Year 3 and 5 achieving in the top two bands in reading in NAPLAN increases to be above 48%, the lower bound system negotiated target.	42.36% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
The proportion of students in Year 3 and 5 achieving in the top two bands in numeracy in NAPLAN increases to be above 45%, the lower bound system negotiated target.	32.46% of students achieved in the top two bands in NAPLAN numeracy indicating progress towards the lower-bound target.
The proportion of students in Year 3 and Year 5 achieving expected growth in reading demonstrates progress towards the lower bound system-negotiated target of 62.2%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
The proportion of students in Year 3 and Year 5 achieving expected growth in numeracy demonstrates progress towards the lower bound system-negotiated target of 63.6%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
<p>Check in data</p> <p>The proportion of students in Year 4 achieving in the top two bands in reading in Check in assessment increases to be above 60%, an uplift of 7%.</p> <p>The proportion of students in Year 4 achieving in the top two bands in numeracy in Check in assessment increases to be above 60%, an uplift of 5.3%.</p> <p>The proportion of students in Year 6 achieving in the top two bands in reading in Check in assessment increases to be above 40%, an uplift of 8.5%.</p> <p>The proportion of students in Year 6 achieving in the top two bands in numeracy in Check in assessment increases to be above 40%, an uplift of 6.7%.</p>	<p>The percentage of Year 4 students achieving upper bands in reading was 46.2% indicating progress towards our school based target.</p> <p>The percentage of Year 4 students achieving upper bands in numeracy was 50.4% indicating progress towards our school based target.</p> <p>The percentage of Year 6 students achieving upper bands in reading was 17.3% indicating progress towards our school based target.</p> <p>The percentage of Year 6 students achieving upper bands in numeracy was 35.7% indicating progress towards our school based target.</p>
Due to the change in pedagogy in readiness for introduction of the new K-2 syllabus, these progress measures are no longer relevant	Due to the change in pedagogy in readiness for introduction of the new K-2 syllabus, these progress measures are no longer in use.
Due to the change in pedagogy in readiness for introduction of the new K-2 syllabus, these progress measures are no longer relevant	Due to the change in pedagogy in readiness for introduction of the new K-2 syllabus, these progress measures are no longer in use.

Strategic Direction 2: Student inclusivity and positive respectful relationships

Purpose

To enable students to connect, succeed thrive and learn we will build positive learning environments characterised by relationships that support high levels of wellbeing, inclusivity and engagement.

Initiatives

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

- Wellbeing and engagement
- Engagement through inclusivity

Resources allocated to this strategic direction

New Arrivals Program: \$39,830.00
Refugee Student Support: \$992.70
Integration funding support: \$125,735.00
English language proficiency: \$200,854.91
Low level adjustment for disability: \$178,678.87

Summary of progress

The EAL/D team worked closely with the staff members shoulder to shoulder to upskill them on the EALD progressions and phase the students in the school report for parents. The LaST team wrote PLSPs for their students and developed goals in conjunction with the classroom teachers. These were communicated to parents during interviews. These were regularly reviewed by the learning support team and classroom teacher. The learning and support team continued to work with teachers to assist with a differentiated curriculum for the students they support.

Staff attended professional learning to understand roles and responsibilities in attendance. An attendance road map was designed and shared with the community and displayed in the office areas. A whole school attendance reward system was linked with the current school's PBL reward system where children are rewarded at the end of the week for their weekly attendance. The funding was used towards a school app so to streamline processes around informing families of non attendance and to request reasons for absence.

The learning and support team worked with students in small groups. These students were identified as needing support through data collection of assessment results, school referral system and discussions with classroom teachers.

The impact of the funding resources allocated in NAP, refugee students support and English language proficiency allowed teachers to work intensively with students who required EAL/D support to access the curriculum, build confidence strengthening their wellbeing and support their ability to confidently communicate with their teachers and peers.

The impact of Integration funding support and low level adjustment for disability supported the employment of SLSOs and teachers to support our students academically, socially and medically. This ensured that they had a strong sense of belonging and their academic and wellbeing needs were met.

In 2023 the school will continue to support student engagement through encouraging strong attendance and reminding families of its importance. Our school will continue to focus on students' sense of belonging and their wellbeing. EAL/D support will continue to enable our students to become more proficient and confident in their learning. Students who require additional support to ensure social/emotional, safety and learning needs will continue to be supported in 2023, focusing on their sense of belonging and wellbeing.

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
At least 90% of students will attend school more than 90% of the time. This	The number of students attending greater than 90% of the time or more has decreased by 23.57%. The rate of attendance has been impacted due to

is an uplift of 7.45% from our baseline of 82.5% of students.	the Health orders requiring students to remain at home when unwell and travel being available for families.
Our current baseline data in TTFM is 84.6% in the area of student advocacy, expectations for success and sense of belonging. To meet system negotiated targets in student wellbeing we require an uplift of 9.5% to 94.1%.	Tell Them From Me data indicates 84.36% of students report a positive sense of well being (Expectations for success, advocacy, and sense of belonging at school). This indicates progress yet to be seen toward this school based target.
Smiling Minds - Baseline TTFM Sense of Belonging At least 75% of students reporting a strong sense of belonging in the Tell Them For Me survey. (baseline 69.5%)	Tell Them From Me data indicates 84.36% of students report a positive sense of well being (Expectations for success, advocacy, and sense of belonging at school). This indicates progress beyond this school based target.
Progress towards School Excellence Framework (SEF) 'Wellbeing' element of the Learning Domain being validated as 'Excelling'	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Wellbeing . This indicates progress yet to be seen toward this school based target.

Strategic Direction 3: Building collaborative practices through collective efficacy

Purpose

To assist students to succeed in the classroom we will develop a school culture of ongoing collaboration where students, teachers, parents and community explicitly aim to improve 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.

- Quality Teaching Rounds
- Partnerships in Learning

Resources allocated to this strategic direction

QTSS release: \$141,122.99

Aboriginal background: \$20,519.85

Summary of progress

Four Quality Teaching Rounds were conducted in 2022. Professional Learning Communities (PLC's) were all led by teachers who had previously participated in Quality Teaching Rounds alongside three teachers new to the process. PLC's provided the opportunity for teachers to benefit from the unique skills and expertise of their colleagues. The feedback from Quality Teaching Academy Case Study project identified the need for assuring the fidelity of the rounds as the practice ripples across the school. Teachers reported that they value the opportunity to collaborate in a PLC alongside colleagues that they might not know well and reported that they value working with other teachers from different stages. Many teachers commented that they received feedback in their PLC discussions that affirmed their capability and practice as a teacher. They also commented on increased confidence and opportunity to collaborate with colleagues across the school due to the connections they had made through Quality Teaching Rounds.

The parent community continues to engage with the school and their child's learning goals. Six hundred and seventy families are connected to the school's Seesaw account. On average, there are approximately one hundred parent visits per day. There were approximately five hundred and fifty conferences booked through the SchoolZine app for the start of year and also for the mid year conferences - equating to approximately 70% of students. There is a high level of engagement with the school app - with 87% of families engaging with the school's digital newsletter. In the "Tell them from me" Parent survey, 80% of respondents agreed or strongly agreed with the statement "I would recommend my child's school to other parents". The school participated in the "Prosperitas" program with Quakers Hill High School to facilitate a smooth transition for our neediest students, while Kindergarten returned to onsite transitions for students entering Kindergarten in 2023. There was strong interest in this program with over 80% of students enrolled in Kindergarten 2023 attending transition visits.

The impact is that QTR continues to be a valuable practice for enhancing teaching and learning across the school. QTSS funding has enabled teacher release for Quality Teaching Rounds. Aboriginal background funding enabled opportunities for students and families to connect with Aboriginal customs and traditions and work with the school in valuing and celebrating First Nations culture. Teachers were given additional release time to collaborate with families on Personalised Learning Pathways for Aboriginal students. Families have been able to connect with our school and their child's learning in a manner that meets the needs of our community.

In 2023, as knowledge about QTR 'ripples' across the school, practices and process need to be put into place so that key ideas are not lost, or misunderstandings spread. For example, protocols such as taking turns during the coding discussion need to be followed. Additionally, a process of emphasising the importance of returning to the CPG and reviewing not only the description of each element, but also the notes and suggestions. In other cases would prevent a misunderstanding about a particular element being carried by teachers from their first PLC to a subsequent one. Quality Teaching Rounds will continue in 2023 with these adjustments to process in place. The school will continue to engage parents through digital platforms for student learning and parent information. This is particularly important for our community in many ways - for example families who need information reliably translated or families who are unavailable during school hours. The school will continue to focus on transition for students into and out of the school to ensure continuity of learning for all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school uses Quality Teaching Rounds as an embedded and explicit system that facilitates collaboration between teachers.	Delay in implementing initiatives in term 1 and 2 have required the start of this work to be delayed. In 2022 there were 12 staff who were able to fulfill this progress measure.
The school is demonstrating progress toward an average of 787 SeeSaw visits per week, averaged over one month.	In May of 2022 there was an average of 522 SeeSaw visits per week by families which demonstrates progress yet to be seen towards the school based target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: a substantial increase in attendance and engagement of identified students supporting them in learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: to continue to purchase resources and employ staff to support student learning.</p>
<p>New Arrivals Program</p> <p>\$39,830.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hambledon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: students receiving New Arrivals Support received 1:1 or small group instruction in the English language in order to support them in accessing the curriculum.</p> <p>After evaluation, the next steps to support our students will be: continue to be supported to build confidence and proficiency in accessing the curriculum and communicating with others.</p>
<p>Integration funding support</p> <p>\$125,735.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hambledon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with medical needs • employment of staff to provide additional support for students who have high-level learning needs

<p>Integration funding support</p> <p>\$125,735.00</p>	<ul style="list-style-type: none"> • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students showing demonstrated progress toward their personalised learning goals. All PLSP's were regularly updated and responsive to student learning and wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: use of integration funding being adjusted throughout the year in response to student PLSP reviews to ensure funding is used specifically to address each students support needs.</p>
<p>Socio-economic background</p> <p>\$56,785.83</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hambledon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Multilit program implementation. • additional staffing to support the wellbeing of identified students <p>The allocation of this funding has resulted in the following impact: the school achieved a consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage and develop SLSO's to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$20,519.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hambledon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process. All students having a deepening awareness of Aboriginal culture</p> <p>After evaluation, the next steps to support our students will be: to engage an Aboriginal identified program to deliver differentiated and personalised support to Aboriginal students enabling them to connect with culture and country. Implementation of a local Aboriginal language program for all students.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hambledon Public School.</p>

<p>\$200,854.91</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples, and teachers are more confident in being able to align their students against the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: to continue to strengthen teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$178,678.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Hambledon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: the school has reviewed and implemented a consistent approach to student learning and intervention support with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: providing additional training for SLSO's in key areas and additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$48,736.77</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 Hambledon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and effective teaching pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of 0.6 APCI - to build capacity of teachers in literacy and numeracy, work shoulder to shoulder with teachers and facilitate the use of data in responsive classroom teaching • Casual release for Quality Teaching Rounds

Professional learning \$48,736.77	<p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in an improvement towards the collective approach to the systematic teaching of reading and numeracy. It has also resulted in increased collaboration across staff and increasingly consistent teaching protocols across the school.</p> <p>After evaluation, the next steps to support our students will be: continuing personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
Beginning teacher support \$60,868.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Hambledon Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of curriculum experts within school staff guiding beginning teachers through the process of adopting explicit teaching pedagogy • Beginning teachers supported to engage in a cycle of continuous professional learning aligned with the vision and values of the school <p>The allocation of this funding has resulted in the following impact: beginning teachers being well supported in daily management of classrooms. They have become more confident as a responsive practitioner, meeting the needs of their students.</p> <p>After evaluation, the next steps to support our students will be: continued support for beginning teachers through formal mentoring processes within the school.</p>
QTSS release \$141,122.99	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hambledon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on using assessment data to guide teaching and learning. Teachers are more confident analysing data and using this information to guide teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: the employment of additional staff releasing executive to support staff on their stage leading improvement pedagogy focusing on literacy and/or numeracy.</p>
COVID ILSP \$132,160.00	<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</p>

<p>COVID ILSP</p> <p>\$132,160.00</p>	<p>school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy in small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	370	385	404	403
Girls	335	331	363	381

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	94.4	94.1	86.7
1	94.3	93.6	93.9	88.1
2	93.4	95.2	94.5	86.6
3	93.1	95.0	95.5	88.8
4	93.8	95.9	94.9	91.3
5	93.1	94.7	94.7	89.9
6	93.5	95.2	93.2	87.6
All Years	93.7	94.8	94.5	88.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.4
Classroom Teacher(s)	29.91
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	385,829
Revenue	7,339,281
Appropriation	6,933,829
Sale of Goods and Services	41,644
Grants and contributions	358,088
Investment income	4,786
Other revenue	934
Expenses	-7,678,095
Employee related	-6,804,669
Operating expenses	-873,426
Surplus / deficit for the year	-338,814
Closing Balance	47,015

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	126,728
Equity Total	456,839
Equity - Aboriginal	20,520
Equity - Socio-economic	56,786
Equity - Language	200,855
Equity - Disability	178,679
Base Total	5,486,574
Base - Per Capita	193,805
Base - Location	0
Base - Other	5,292,769
Other Total	691,819
Grand Total	6,761,961

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, Hambledon Public School engaged their community, teachers and students through the Tell Them From Me Survey, providing all community members, teachers and students with the opportunity to give feedback. The survey was linked to the school website, newsletter and school APP.

Parents at Hambledon Public School indicate:

- * That two-way communication between the school and families is clear and parents are well informed.
- * Families feel welcome when they visit the school, staff are inviting.
- * That they believe that our teachers have high expectations of their students and their learning and are encouraged to do their best work.
- * That students are well supported at school both socially and emotionally as well as academically.
- * That their child feels safe at school and the school deals with concerns in a timely manner.

Staff at Hambledon Public School indicate that they:

- * feel well supported by the leadership team in order to support their students both emotionally and academically.
- * have strong connections with colleagues in order to collaboratively plan rich programs.
- * use assessment strategies, both formative and summative, to give them rich information that help set challenging goals for their students.
- * are well resourced, enabling them to teach their students and provide quality differentiated lessons.
- * have positive relationships with their teachers and peers.

Students at Hambledon Public School indicate that they:

- * have a positive sense of belonging.
- * have friends at school who they can trust and who encourage them to make positive choices.
- * have a positive attitude towards homework and is always completed in a timely manner
- * have a positive teacher - students relationship, they feel teachers are responsive to their needs and encourage independence with a democratic approach
- * are in a positive learning climate and that they have a clear understanding of school expectations

It is evident through the surveys that children feel supported and have a strong sense of belonging. Hambledon Public School creates an atmosphere where children see the relationships between families, staff and themselves positively in return fosters a holistic learning environment. Moving into 2023, we will continue to build strong partnerships, the impact of COVID has had an effect on this during 2022.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.