

# 2023 Annual Report

## Hammondville Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Hammondville 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

At Hammondville Public School we value the power of human connection to engage our school community in a culture of learning where everyone belongs.

Our purpose is to equip our students with the skills, understandings and dispositions that create knowledgeable, confident and active learners who persevere to have a positive impact on their world.

We aim to develop reflective, informed and compassionate teachers. Our teachers are discerning users of quality research and evidence, creating purposeful authentic learning for all. Determined to achieve school excellence, we inspire all students, teachers and leaders to reach their full potential.

Empowered by strong partnerships with our community, we foster a learning environment that moves beyond the school, encouraging an authentic sense of collaboration and belonging.

## School context

Established in 1933, Hammondville Public School continues our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 444 students. Set on large, leafy grounds 36.4km south-west of Sydney and 4.7 km from Liverpool, we offer a wide and varied curriculum and engage our community as partners in our learning.

Approximately 12% of our students come from Defence Force families due to the school's close proximity to the Holsworthy Army Base. The school employs a Defence School Mentor (DSM) who provides social and emotional support to these students and families.

The student population is inclusive of 22% of students who have a language background other than English and a growing Aboriginal and Torres Strait Islander population of 20.

Teaching and learning practices at the school are reflective of the needs of our students and are continually evaluated for impact by our expert teaching team, who are discerning users of research and employ evidence-informed practice. As a result, all students across our school are engaged in quality, dynamic teaching and learning programs that challenge and support their needs as learners and as children.

## 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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To equip our students with the skills, understandings and dispositions that create knowledgeable, confident and active learners who persevere to have an impact on their world.

### Initiatives

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

- Formative Assessment & Differentiation
- Pedagogical Content Knowledge

### Resources allocated to this strategic direction

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QTSS release  
Professional learning  
New Arrivals Program  
English language proficiency  
Socio-economic background  
Integration funding support  
Aboriginal background  
AP Curriculum & Instruction

### Summary of progress

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#### Formative assessment and differentiation

In response to the ongoing work around curriculum reform, Hammondville PS has taken a strategic approach to differentiation and assessment by explicitly looking at the new K-6 syllabus documents and considering high-impact opportunities for assessment and mapping a whole school approach to the assessment of, for, and as learning. This will become our whole school assessment schedule, ensuring a system for consistency in judgment and assessment validity within a horizon view of learning.

Learning for assessment and differentiation has been integrated in fortnightly professional learning sessions, facilitated by our Assistant Principal, Curriculum and Instruction. In stage-based collaborative planning sessions, these principles were put into action by stage teams as they devised the next learning cycle for their students.

The impact so far has been a consistent approach to assessment and differentiation practices across the school and a move away from traditional pen and paper assessments, with a growing awareness of the use of observations and interactions as valid assessment practices. This process has enabled all staff to have the opportunity to explore the purpose of assessment and how it drives the next teaching sequence, bringing increased clarity to our work as well as professional learning on purposeful data literacy.

Current processes and systems for teacher capacity around the syllabus docs and differentiation will continue as planned as our colleagues in grades 3-6 start to use the mandatory document from Term 1, 2024. Colleagues working within the K-2 team will continue to reflect on the implementation of the new syllabus documents, innovating on what they have learned from the previous 2 years.

Professional learning will continue as planned for 2024, with a focus on valid, consistent assessment practices, leading to differentiated instruction and personalised learning.

Assistant Principals are afforded curriculum reform time each week as part of QTSS. Through this time, they will be working collaboratively with the APCI to explore educational research and discuss the needs of their teams, in order to work collaboratively when supporting our teachers in learning and implementation. This also provides time for the school executive to work shoulder-to-shoulder with our classroom teachers, building confidence and competence in teaching and learning.

#### Pedagogical content knowledge

As a part of the curriculum reform learning and with a focus on sustainability, Hammondville PS again used school funds to expand the learning with our Assistant Principal, Curriculum and Instruction, to include all staff from Kindergarten to Year 6. After a year with a clear focus on instruction in phonics, the K-2 team spent 2023 trialing and reflecting on the sample units from the NSW Dept Education, differentiating for our context. The professional learning had a significant impact on our teacher's capacity to understand the expectations of the new syllabus documents, paving the way for a more confident adaptation in 2024 when both English and mathematics documents will become mandatory for K-6. In addition to the professional learning delivered in K-2, the new pedagogical approach and the expectations of the new syllabus documents were explored with 3-6 throughout their professional learning to assist teachers in developing a 'horizon view' of learning in English and mathematics K-6.

Limitations out of our control impacted the number of days we could provide focused, sustained professional learning, however, reflections from teachers and achievements made by students indicate a growing confidence in the change of pedagogy and an improvement in student learning outcomes.

The impact so far has been greater confidence and competence in teachers' understanding of the new syllabus documents. Importantly, there has been a shift in the conversations around pedagogy, with teachers articulating explicit teaching methods that complement the changes, linking their prior knowledge and experience to new learning. This is having a positive impact on their learning, especially considering the expectations of the change offered by this reform.

In 2024, in this initiative, we will continue the focus on building teacher capacity in understanding and implementing of the new syllabus documents, with a focus on conceptual understanding of English and mathematics documents and planning for explicit teaching.

Assistant Principals are afforded curriculum reform time each week as part of QTSS. Through this time, they will be working collaboratively with the APCI to explore educational research and discuss the needs of their teams, in order to work collaboratively when supporting our teachers in learning and implementation. This also provides time for the school executive to work shoulder-to-shoulder with our classroom teachers, building confidence and competence in teaching and learning.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Reading Growth</b> An increase in Check-in Assessment mean scaled score for reading/numeracy in Year 4, 5 and 6 for 2023 compared with Year 3, 4 and 5 in 2022.</p>	<p>The Check-In Assessment mean scale score indicates the percentage of students achieving growth in reading in year 3 has increased by 8.5%, year 4 has decreased by 2.2%, and year 5 reading mean score has increased by 4.3%</p>
<p><b>Numeracy Growth</b> An increase in Check-in Assessment mean scaled score for reading/numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-In Assessment mean scale score indicates the percentage of students achieving growth in reading in year 3 has decreased by 0.8%, year 4 has increased by 3.7%, and year 5 mean score has increased by 7.7%.</p>
<p><b>School Excellence Framework - Data Skills and Use</b>  Some themes of the element Data Skills and Use in the School Excellence Framework are assessed as being at the early stages of <i>Sustaining and Growing</i></p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the themes of (data literacy, data analysis, data use in teaching and data use in planning) as the element is a strategic focus within all stage planning and professional learning sessions, using evidence of student learning to guide explicit instruction.</p>
<p><b>School Excellence Framework - Assessment</b>  Assessment themes of the School Excellence Framework are assessed at <i>Sustaining and Growing</i></p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the themes of (formative assessment, summative assessment, student engagement and whole school monitoring of student learning) within the element of assessment. The focus on these elements is pertinent to all of our work within curriculum reform and as we revisit and strengthen our approach to whole school assessment processes.</p>

## Strategic Direction 2: Empowered Teachers and Leaders

### Purpose

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To invest in teachers so they are aspirational, confident and have the pedagogical content knowledge to move learning forward at an individual, class and whole school level.

### Initiatives

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

- Empowered, Knowledgeable and Confident Teachers
- Leading a Learning Culture

### Resources allocated to this strategic direction

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QTSS release

AP Curriculum & Instruction

Socio-economic background

Beginning teacher support

### Summary of progress

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#### Empowered, knowledgeable, and confident teachers

This past year, our dedication to whole-school collaboration and investing in teacher teamwork has propelled us forward, particularly in implementing the new mathematics and English syllabus documents. Our fortnightly cycles of professional learning, followed by collaborative measurement and planning, have led to high engagement and growing confidence among our educators in utilizing these new materials.

Our commitment to collaboration has fostered a supportive environment where knowledge-sharing and collective problem-solving thrive. The structured professional learning sessions have deepened our understanding and refined practice, while collaborative impact measurement has ensured our efforts are targeted and effective.

Teachers have grown more confident in planning with the new syllabus documents, fostering a culture of innovation and improvement. Moving forward, we remain dedicated to building upon this progress, leveraging our collective expertise to drive continuous improvement and ensure positive outcomes for all students. We look forward to embedding lessons learned from the K-2 implementation to guide our journey with our 3-6 teams.

Staff who are confident in the implementation of new pedagogies will be encouraged to innovate from model units of work to provide a more personalised response to student learning.

Moving into 2024, we will have a greater focus on the provision of leadership conversations to move student learning forward with explicit teaching strategies a priority.

#### Leading a learning culture

We celebrate the strides made in embedding educational leadership practices that prioritise building mutually respectful relationships with our teams, ensuring that students remain at the core of our decisions. Through our commitment to whole-school improvement, we have demonstrated practices that are sustaining and growing within our school community.

Over the past year, our focus has been on fostering a culture where every member of our school community feels valued and respected. By prioritising open communication and collaboration, we have created an environment where trust flourishes, enabling us to work together effectively toward our shared goals.

A key component of our efforts has been the involvement of our executive team in the Middle Leaders Project. This initiative provided our leaders with the opportunity to delve into the psychology and purpose behind performance management, ethical decision-making, and proactive systems and structures. Through these sessions, our leaders have gained valuable insights and skills that have empowered them to lead with integrity and foresight. We look forward to having more executives join this learning in 2024, building a common language across our school leadership team for

the purpose of school learning.

As a result of our dedicated efforts, we have witnessed tangible evidence of progress. Our teams are more cohesive and aligned, with a shared commitment to putting students first in all that we do. This focus on student-centered decision-making has translated into positive outcomes for our students, as evidenced by improved academic achievement and well-being indicators.

As we focus on 2024, we remain committed to building upon our successes and addressing areas for growth, including the shifts in our school leadership team. By continuing to prioritise educational leadership practices that promote mutual respect and student-centered decision-making, we will ensure that our school continues to thrive and excel.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Evidence-Informed Teaching Practice</b></p> <p>Teachers embed evidence-informed teaching practices in reading programs</p>	<p>Document analysis of learning programs indicate 100% of reading programs include evidence-informed teaching practices.</p>
<p><b>Collaborative Practice</b></p> <p>Collaborative practice occurs within stage teams with scheduled opportunities for professional conversations around student learning data. Systems are developed and implemented to provide feedback on the implementation of focus areas</p>	<p>The whole school systems of professional learning that have been developed ensure that 100% of staff are engaged in collaborative practice within stage teams with scheduled opportunities for professional conversations around student learning data. Complementary to this, each stage works collaboratively with the Assistant Principal, Curriculum, and Instruction to explore and embed high-quality educational research in their planning on a fortnightly basis.</p>
<p><b>School Excellence Framework - Learning Culture</b></p> <p>Learning Culture themes will be assessed as '<i>Delivering</i>'.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the themes of (high expectations, transitions and continuity of learning and attendance) with in the element of learning culture. There is significant work being done in relation to transitions and continuity as we welcome students and families into our support class as well as supporting transition points for mainstream students. The use of data from learning is supporting decisions made in programs and initiatives at a growing rate.</p>
<p><b>School Excellence Framework - Curriculum</b></p> <p>Curriculum themes will be assessed as '<i>Sustaining and Growing</i>'</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the themes of (curriculum provision, teaching and learning programs, and differentiation) within the element of the curriculum. With the introduction of the new syllabus documents for mathematics and English, we are evidencing greater alignment with the planning of explicit teaching and the use of assessment data to drive differentiated teaching and learning.</p>
<p><b>School Excellence Framework - Learning and Development</b></p> <p>Learning and Development themes will be assessed as being at '<i>Sustaining and Growing</i>'.</p>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the themes of collaborative practice and feedback, coaching and mentoring, professional learning and expertise, and innovation within the element of learning and development. Systems in place across the school for a focus on collaborative practice have been well embedded with a clear understanding of purpose and process. Teachers and leaders are suitably supported at the point of need to lead the impact of high-quality teaching and learning.</li> </ul>
<p><b>School Excellence Framework - Educational Leadership</b></p> <p>Educational Leadership elements will be assessed as being at '<i>Sustaining and Growing</i>'</p>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the themes of instructional leadership, high expectations culture, performance management and development, and community engagement within the element of educational leadership. The leadership team leads from the front and fosters a commitment to the equitable provision of high-quality professional learning to impact student learning outcomes. Performance</li> </ul>



**School Excellence Framework -  
Educational Leadership**

Educational Leadership elements will be assessed as being at '*Sustaining and Growing*'

and development conversations guide improvement practices throughout all teams in the school and staff celebrate their growth and achievement. Performance and development concerns are approached fairly and transparently, to support the learning of all staff to work at a proficient level and be aspirational in their goals of being highly accomplished practitioners.

### Purpose

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To create a culture that builds an authentic sense of self identity and belonging, recognising and empowering families as a source of valuable knowledge to support student achievement and school improvement.

### Initiatives

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

- Wellbeing & Belonging
- Powerful, Authentic Community Engagement

### Resources allocated to this strategic direction

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Low level adjustment for disability  
Socio-economic background  
Integration funding support  
New Arrivals Program  
Aboriginal background

### Summary of progress

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#### Wellbeing & Belonging

We celebrate the significant impact we have made on attendance and well-being through our collaborative approach to understanding trauma-informed practice and providing support for our students.

Over the past year, our commitment to student well-being has been unwavering. Recognising the importance of addressing trauma and its impact on learning, our school leaders and staff have actively engaged in professional learning opportunities focused on trauma-informed practice. Through initiatives such as the Berry Street Education Model professional learning, our leaders gained valuable insights and strategies to better support students who have experienced trauma. This collaborative approach to implementing trauma-informed practices has had a profound impact on our teaching team and we are starting to see the impact trickle through to our most vulnerable students.

By fostering a culture of empathy, understanding, and support, we continue to create a safe and nurturing environment where all students feel valued and cared for.

As a result, we have seen a noticeable improvement in attendance rates as students feel more able to engage in their learning. Our efforts to integrate trauma-informed practices into our existing Positive Behavior for Learning framework have been instrumental in providing a consistent model of support for student wellbeing. By aligning our practices and strategies, we have started to create a cohesive approach to promoting positive behavior and addressing the underlying needs of our students.

As we move into 2024, this learning will be more pronounced as initiatives that have been trialed, start to become embedded throughout our school with increasing clarity and purpose.

#### Powerful, Authentic Community Engagement

Our school has achieved remarkable success, characterised by a profound sense of trust permeating throughout our community and an evolving ethos of genuine human connection and collaboration. This year marked a significant milestone as we celebrated our school's 90th anniversary, a joyous occasion attended by an array of stakeholders including families, community members, local organisations, esteemed educational leaders such as our Director, Educational Leadership, the President of the Liverpool Local AECG, and the Department of Education Secretary, Murat Dizdar. The event witnessed an impressive turnout with 70 dedicated volunteers offering their support solely for the betterment of our community.

Our exemplary model of trust and partnership has garnered widespread recognition, with the NSW P&C Federation selecting it as a keynote feature at its prestigious annual conference. Through meticulous attention to survey feedback, direct engagement with families, and keen observations of school events, we have diligently gathered data to refine and

fortify our initiatives. Looking ahead, we are committed to deepening our collaboration with families to enhance curriculum development and delivery, fostering an environment where every stakeholder is empowered to contribute meaningfully to the educational journey of our students.

Our continued success is a testament to the unwavering dedication of our entire school community - educators, students, families, and partners - who share a collective vision of excellence and inclusivity. As we embark on the journey ahead, we remain steadfast in our commitment to nurturing strong relationships, fostering collaboration, and continually striving for the holistic advancement of every individual within our school ecosystem.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Attendance - System Negotiated Target</b></p> <p>An uplift of 5.5% from baseline in the number of students attending school more than 90% of the time</p>	<p>The number of students attending greater than 90% of the time or more has increased by 19.2% since 2022, however falls short of our lower bound target. Our school has growing processes in place to support the attendance of our students as well as the professional learning of teachers and leaders to understand mandatory requirements and implement innovative strategies to address these.</p>
<p><b>School Excellence Framework - Community Engagement</b></p> <p>The element of Community Engagement will be assessed as being in the early stages of 'Excelling'</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>excelling</b> in the theme of community engagement within the element of Educational Leadership. The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child.</p>
<p><b>Wellbeing - System Negotiated Target</b></p> <p>An uplift of 3.6% from baseline in the number of students experiencing positive wellbeing at school - System Negotiated Target</p>	<p>Positive well-being outcomes have decreased, indicating the school has not yet achieved the system-negotiated target as we continue to prioritise the mental health and well-being of our community. As we recognise a sharp increase in the diversity of student needs, including a sharp increase in the success rate of applications for students accessing Integration Funding Support as well as placements in specialised settings, we are committed to working in partnership with external agencies and families in nurturing and supporting the holistic needs of our students.</p>
<p><b>School Excellence Framework - Wellbeing</b></p> <p>Wellbeing elements are assessed as being at 'Sustaining and Growing'</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of caring for students, a planned approach to wellbeing, individual learning needs, and behaviour within the element of wellbeing. Our processes are regularly reviewed and collaboratively designed to support our students. The analysis of data around this has seen significant growth, enabling our school to be more responsive to need and therefore have a greater impact. The professional learning and collaborative nature of our processes as we introduce and embed trauma-informed practices throughout our school has proved extremely beneficial for our most vulnerable as well as assist us to identify students who will benefit from additional support in mental health.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Hammondville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment &amp; Differentiation</li> <li>• Wellbeing &amp; Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• consultation with external providers for the implementation of [strategy]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The success of these interventions is evident in the progress each of these students has made in attaining their personal goals which, in turn, has influenced more positive mindsets towards schooling in general and their own progress in particular. All students achieved or made growth in relation to the goals set out in their Personalised Learning and Support Plan. All Personalised Learning and Support Plans were reviewed throughout the year, involving collaboration with parents/carers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refocus on tiered intervention with learning interventionists, working in collaboration with SLSOs, classroom teachers and APCI, to ensure that all students are provided support to thrive</p>
<p>Professional learning \$30,926.73</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 Hammondville 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>• Formative Assessment &amp; Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• teacher relief for staff engaging in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strengthening of collaborative practices across the school and deeper knowledge, understanding, and skills in delivering teaching and learning to our students through the new syllabus documents. Students have reaped the rewards of this initiative as they are provided timely, individualised support and tiered intervention at points of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further refinement of tiered intervention practices to further enhance our whole school processes of support and extension. To do this, we will revisit the purpose and implementation of formative assessment as an integral part of the teaching and learning cycle.</p>
<p>New Arrivals Program</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect</p>

<p>\$15,903.00</p>	<p>(EAL/D) students at the beginning and emerging phases of English language proficiency at Hammondville 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>• Formative Assessment &amp; Differentiation</li> <li>• Wellbeing &amp; Belonging</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our only student identified as New Arrivals received daily targeted intervention through withdrawal groups utilising EAL/D staff. She has progressed from Beginning EALD Phase to Emerging EALD .</p> <p><b>After evaluation, the next steps to support our students will be:</b> Intensive support will continue for this student in light of context. Students in the emerging phase EALD will also participate in the EALD program, with daily support provided in small groups and classroom support</p>
<p>Socio-economic background</p> <p>\$80,008.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hammondville 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>• Formative Assessment &amp; Differentiation</li> <li>• Pedagogical Content Knowledge</li> <li>• Empowered, Knowledgeable and Confident Teachers</li> <li>• Wellbeing &amp; Belonging</li> <li>• Powerful, Authentic Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional learning of staff to support student learning in relation to explicit teaching.</li> <li>• employment of additional staff to support learning and support program implementation.</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased numbers of students able to access learning and support teachers as part of our whole school interventin program. We refined our focus on tiered intervention, allocating increased support for those requiring remediation and also enrichment. Teachers engaged in significant professional learning facilitated by our Assistant Principal, Curriculum and Instruction in explicit teaching, building on and integrated with the pedagogical focus of the new syllabus documents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to supplement learning and support team to provide targetted, personalised learning support for those students identified through analysis of data. We will continue to allocate funds to supplement the professional learning of the teaching team, inclusive of strategies focused on bridging the equity gap.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hammondville Public School. Funds under</p>

<p>\$17,672.30</p>	<p>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>• Formative Assessment &amp; Differentiation</li> <li>• Wellbeing &amp; Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents/carers to map learning and cultural goals for students. Aboriginal students accessed extra-curricular activities, which included excursions including on-country learning with Gandangara and attendance at National Sorry Day. We employed an Aboriginal Education teacher each week to work directly with our First Nations students to focus on culture, identity and cultural safety.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will be expanding the Aboriginal Education role to include a First Nations team who collectively share the passion and drive to further our work in strengthening cultural safety. We will be revisiting and strengthening the voice of our First Nations students, understanding that our new generation of students shape our direction, pride and voice in cultural identity and community celebration of our rich First Nations history.</p>
<p>English language proficiency</p> <p>\$56,099.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hammondville 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>• Formative Assessment &amp; Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. We are working toward an improved level of school practice on the EAL/D School Evaluation Framework</p> <p><b>After evaluation, the next steps to support our students will be:</b> Planning ongoing professional learning to support teachers to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning by an EAL/D specialist teacher.</p>
<p>Low level adjustment for disability</p> <p>\$210,743.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Hammondville 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</b></p>

<p>Low level adjustment for disability</p> <p>\$210,743.71</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing &amp; Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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 Multi-Lit &amp; Mini-Lit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  We have seen significant support able to be implemented for our most vulnerable students who require support for learning, social-emotional skills and health care. Through this funding, our classroom teachers have been able to benefit from release time to construct personalised learning and support plans, including planning for the use of Integration Funding activities related to the individual needs of students, to meet with families to partner in our approach to individual support.  We had 2 staff trained in the Berry St Education Model, providing a deeper, more structured integration of trauma-informed practice and emotional literacy, delivered through our Positive Behaviour for Learning Framework.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  We will continue to seek opportunities to integrate the Berry St Education Model into our context through our Positive Behaviour for Learning Framework and the updated NSW Department of Education Behaviour Policy and support processes. We will also continue to strengthen the approaches we are taking for professional learning and release time for teachers to work with families and school executive in the construction of responsive, individualised programs for identified students.</p>
<p>Beginning teacher support</p> <p>\$82,982.32</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Hammondville Public School during their induction period.</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>• Leading a Learning Culture</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>• reduced responsibilities or teaching loads sufficient to support the development of their skills</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Consistent, timetabled support for early career teachers as individual teachers with their own set of beliefs, values and skills with a trusted mentor. Support offered to our early career teachers was flexible in its content and direction, ranging from discussion and support for managing workload, lesson design as well as support for accreditation.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to provide support for our early career teachers, to enable our students to have access to high-quality, responsive teaching and learning from confident, high-quality teachers who thrive in their career.</p>
<p>QTSS release</p> <p>\$90,906.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hammondville Public School.</p>



<p>QTSS release</p> <p>\$90,906.62</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>• Formative Assessment &amp; Differentiation</li> <li>• Pedagogical Content Knowledge</li> <li>• Empowered, Knowledgeable and Confident Teachers</li> <li>• Leading a Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals have been well supported in their efforts to lead curriculum change in their stage teams. Supported by our Assistant Principal, Curriculum and Instruction, our Assistant Principals have been afforded time and resources to work shoulder to shoulder with their teams inside the classrooms and in planning sessions to ensure that all teachers are provided needs-based support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will evaluate the model of support that is in place to ensure that while the support is effective, that there are limited impacts to the classrooms of our Assistant Principals and all students are provided a rigorous program in which they can succeed. We will also evaluate the impact that regular, scheduled mentoring time available with our Assistant Principal, Curriculum and Instruction is prioritised as sacred curriculum leadership learning time.</p>
<p>COVID ILSP</p> <p>\$83,292.11</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 2023.</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>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significant improvement, evidenced through assessment samples taken from all focus groups, K-6. All small group instruction is monitored for 5 weeks and evaluated for impact. All groups demonstrated growth in their targetted areas, with evidence of learning used to determine students in groups for the following 5-week cycle, and the identification of teaching and learning focuses.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain the structure established in 2023 with a fluid and flexible focus determined by evidence of student learning. Combining this with in-class support intervention, our students are able to transfer the skills taught in the focus groups into whole-class teaching and learning. It is essential that the conversations of success and impact continue to be tabled fortnightly at Learning and Support Team meetings.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	229	223	241	228
Girls	212	216	223	223

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	95.8	87.3	94.1
1	93.8	93.6	90.0	92.0
2	94.0	94.0	88.4	92.7
3	94.5	92.9	88.9	91.3
4	92.6	93.0	88.4	91.6
5	93.8	92.9	88.8	91.0
6	93.8	92.8	89.8	92.3
All Years	94.0	93.5	88.7	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	16.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.38

\*Full Time Equivalent

## 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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	541,816.08
<b>Revenue</b>	5,294,750.00
Appropriation	5,011,290.52
Sale of Goods and Services	20,736.48
Grants and contributions	243,728.28
Investment income	16,574.72
Other revenue	2,420.00
<b>Expenses</b>	-5,131,799.26
Employee related	-4,722,581.32
Operating expenses	-409,217.94
<b>Surplus / deficit for the year</b>	162,950.74
<b>Closing Balance</b>	704,766.82

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	240,419
<b>Equity Total</b>	364,524
Equity - Aboriginal	17,672
Equity - Socio-economic	80,009
Equity - Language	56,099
Equity - Disability	210,744
<b>Base Total</b>	3,391,935
Base - Per Capita	120,761
Base - Location	0
Base - Other	3,271,175
<b>Other Total</b>	453,438
<b>Grand Total</b>	4,450,316

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year the school is required to seek the opinions of parents, students, and teachers about the school.

## Community, Parents, and Families

Our community came together to acknowledge and celebrate the school's 90th birthday in September of 2023. This event was attended by our NSW Dept Education Secretary, Murat Dizdar, our Liverpool Local AECG President, Trish Daniels, Director, Educational Leadership, Dr Alexandra Mandel, Liverpool Mayor, Ned Mannoun, and a raft of local businesses who joined us for the event.

Significantly, our school had in excess of 70 volunteers from our parent and community body, a testament to the pride and partnership we share at Hammondville Public School. Attended by more than 5000 people across the day, we came together as one.

In partnership with our passionate P&C, our day was an outstanding success and a celebration of our school, but more importantly, of the connections many people, far and wide, have with Hammondville.

Feedback from families across this special day, and across the year were exceptionally positive. We face and overcome challenges together as we share the purpose; the success of our children. Our community events are well attended, with positive relationships as the backbone of our school community. We look forward to the year ahead and the opportunities to further our learning with our community for the betterment of the education of our students and families.

## Students

76% of students have shared that they feel positive about the transition to high school. We enjoy a close partnership with our feeder high school, Holsworthy High School, and have integrated transition events throughout our K-6 programs. This culminates in our deep transition events as well as a more structured and longer, more intense support option for students who require additional assistance.

Our kindergarten orientation and transition program was enhanced this year, offering information nights and a fluid 'market stall' evening where families for our incoming kindergarten students were able to ask questions and engage informally with our staff, ensuring that their questions are answered, and they were confident with the process and transition into formal education for their child. The sessions were well attended, with students expressing how excited they were about starting school and how familiar they were feeling with the kindergarten environment.

Additionally, we enjoyed exceptional feedback from our Year 3 students, who shared their feelings of excitement about coming from Year 2 into the primary classes and playgrounds, following their transition program. 85% of students identified The transition from Year 2 to Year 3 is always a challenging one where class sizes increase and the playgrounds that are enjoyed include more space, more activity, and a significant increase in the number of students.

## Staff

Our staff participated in the Tell Them From Me Survey in 2023 and offered their views about the approaches, processes, and practices across the school. These views are collated and shared with all staff as we collectively plan our way forward for the upcoming year, taking the feedback from our team as extremely worthwhile in directing our efforts.

Feedback from 2023 includes that:

85% of teachers have agreed that school leaders have helped them through stressful times.

88% of teachers identified that they are supported to work with other colleagues to construct learning strategies to increase student engagement.

84% of teachers have identified that their assessments help them understand where students are having difficulty.

However, our challenge continues to be the provision of technology in classrooms. We have experienced a sharp increase in the number of devices that need to be decommissioned and are in the process of raising funds to purchase new technology to replace these.

# 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.