

2023 Annual Report

Hume Public School



4407

Introduction

The Annual Report for 2023 is provided to the community of Hume Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Hume Public School

Parklands Cres

Lavington, 2641

<https://hume-p.schools.nsw.gov.au>

hume-p.school@det.nsw.edu.au

6025 1850

School vision

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

School context

Hume Public School is located in Lavington, NSW and has a student enrolment of 141 students in mainstream classes, 12 students in our Support Unit and 27 students in our Preschool. A further 20 students are enrolled in our Early Intervention class. We have a strong culture of inclusion and positive relationships.

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Effective Classroom Practice
- Data Driven Practice

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
Refugee Student Support
New Arrivals Program
Per capita
Integration funding support
Location
Aboriginal background
Low level adjustment for disability

Summary of progress

The focus for 2023 was on ensuring a whole school approach and commitment to collecting and analysing student data. This data identified student achievement and progress supporting a reflection on teaching effectiveness and to inform further learning. The highest priority was given to the identification and implementation of evidence-based teaching strategies in literacy and numeracy.

This involved the assessment of students in phonics, phonological awareness, and the implementation of differentiated phonics intervention groups across the Kindergarten to Year 4 cohorts. Intervention writing groups were implemented across Years 1 to 6. Additional staffing across the Kindergarten to Year 2 cohorts supported the implementation of the new curriculum reforms. Staff were provided time to analyse external and internal data through professional learning opportunities and curriculum release. The Assistant Principal Curriculum and Instruction (APC&I) was engaged in Semester 2, enabling the staff to participate in targeted data analysis, and narrow teaching focus to meet student learning needs.

As a result of these initiatives, teachers have used student data to plan, program and adjust teaching strategies. Student data has reflected an increase in student writing and reading outcomes across our Year 3 to 6. End of year phonics data across the Kindergarten to Year 4 cohort has identified student growth and informed group adjustments for 2024.

In 2024 the focus will continue to be on the extension of student data analysis to identify learning need across our cohorts. The school will continue to support staff understanding of new curriculum reforms and develop staff capacity to implement explicit teaching that will support 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
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 7.3%.
Increase the mean scaled score of Years 3 and 5 students from 2022 to	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 6.7%.

2023 in the Numeracy Check-in
assessment.

Strategic Direction 2: Improvement in Practice

Purpose

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

Initiatives

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

- Instructional Leadership
- Collaborative practice

Resources allocated to this strategic direction

AP Curriculum & Instruction
QTSS release
Beginning teacher support
Socio-economic background
Professional learning

Summary of progress

The focus for 2023 was on the provision of high-quality instructional leadership to facilitate and sustain a high expectations culture and effective evidence-based practice. Teacher improvement was promoted through consistent systems for collaboration and feedback.

This involved the strategic development of school procedures to engage in coaching, mentoring and shoulder-to-shoulder in-class executive support across the school to improve practice and student outcomes. All school-based professional learning opportunities were aligned to school initiatives and curriculum reform. Collaborative analysis of student data and professional dialogue opportunities supported strategic adjustments to school literacy and numeracy processes. Opportunities were provided for staff to participate in lesson observations and feedback. Instructional Leadership supported the teachers through collaboration, targeted professional learning and feedback on the school-wide implementation of effective teaching strategies. The Assistant Principal Curriculum and Instruction (APC&I) ensured that professional learning was aligned and based on identified needs of teachers and students.

As a result of these initiatives, students across cohorts have demonstrated growth on external and internal assessments in both literacy and numeracy. Teamwork and collaboration between staff have increased along with improvements in teacher wellbeing scores, as shown in People Matter Employee Survey (PMES) results.

In 2024, the focus will be to further build the capacity of staff to understand and implement curriculum reform through evidence-based strategies. Priority will also be given to support early-career teachers. Flexible and innovative approaches will be implemented to ensure that teachers are supported in the delivery of Curriculum Reform.

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
Teachers reporting on the external surveys against the element of <i>Collaboration</i> will increase by 8% from the baseline data.	69% of teachers reporting against the element of <i>Collaboration</i> has decreased by 1% from baseline data.
Teachers reporting on external staff surveys against the element of <i>Leadership Practice</i> will increase by 8% from the baseline data.	63% of teachers reporting against the element of <i>Leadership</i> has decreased by 1% from baseline data.

Strategic Direction 3: Wellbeing and Engagement

Purpose

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

Initiatives

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
- Attendance and Engagement

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Aboriginal background

Summary of progress

The focus for 2023 was on ensuring a whole-school approach and commitment to student well-being, attendance and engagement. Priority focus was early intervention, and the development of positive community partnerships.

This involved ensuring that school-wide procedures for recording and monitoring of student attendance were consistently applied. A school action plan rewarded attendance and attendance improvement throughout the school. Berry Street Education Model (BSEM) strategies were applied across all school settings along with the Positive Behaviour for Learning (PBL) framework to improve student social and emotional outcomes. As a result, there has been an increased awareness and understanding of trauma-informed practices and wellbeing to enhance student learning engagement.

In 2024, the focus for student attendance will be on reducing unexplained absences across the school as well as a continued priority on improving whole school attendance. Student positive wellbeing strategies will continue to be implemented with a focus on provision of additional training in the BSEM to refresh existing staff and support new staff to ensure consistent implementation. An additional school-wide focus on 'growth mindset' will support the existing BSEM. Throughout 2024, the school will work with NSW Health in delivering the *Getting on Track in Time - Got It!* program. This is an early intervention mental health program for children in Kindergarten to Year 2 and their parents and carers. The program helps parents and schools to identify children's social and emotional difficulties and supports them to respond to difficult behaviours.

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 number of students attending school more than 90% of the time will be trending at or above the lower bound target.	The number of students attending greater than 90% of the time or more has increased by 21.2%.
The overall attendance rate of Aboriginal students will increase by 4% from a baseline.	The number of Aboriginal students attending greater than 90% of the time or more has increased by 9.8%.
The % of students with a positive sense of belonging as reported on the Tell Them From Me student survey <i>Student Engagement</i> will increase to 71% from a baseline of 61%.	66% of students reporting positive wellbeing outcomes has increased by 4% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,588.16</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"> • Effective Classroom Practice • Data Driven Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a bilingual school learning support officer to provide support for students and families from refugee backgrounds. <p>The allocation of this funding has resulted in the following impact: partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: continued employment of a bilingual school learning support officer (SLSO) to sustain relationships with culturally and linguistically diverse parents.</p>
<p>New Arrivals Program</p> <p>\$33,862.00</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 Hume 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"> • Effective Classroom Practice • Data Driven Practice <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: all new-arrival students were demonstrating progress towards their personalised learning goals and are progressing to the next phase of English learning proficiency .</p> <p>After evaluation, the next steps to support our students will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$104,991.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hume Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Effective Classroom Practice • Data Driven Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to

<p>Integration funding support</p> <p>\$104,991.00</p>	<p>develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</p> <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$458,349.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hume Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Effective Classroom Practice • Data Driven Practice • Instructional Leadership • Collaborative practice • Wellbeing • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff on the Berry Street Education Model to support student learning • employment of additional staff to support the implementation of targeted literacy and numeracy programs • employment of external providers to support student engagement in the whole curriculum • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: a whole school approach to wellbeing programs to ensure students are ready to learn. As a result reading and numeracy Check-in assessment data demonstrated growth across Year 4-6 cohorts.</p> <p>After evaluation, the next steps to support our students will be: engage additional support for literacy, numeracy and wellbeing initiatives in order to maintain our positive trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$112,029.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hume Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Effective Classroom Practice • Data Driven Practice • Wellbeing • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$112,029.07</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency • an Aboriginal Education Officer (AEO) facilitated improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. increased staff knowledge of Aboriginal Culture through engagement with a local Wiradjuri community member.</p> <p>After evaluation, the next steps to support our students will be: continued focus on community engagement to sustain and embed authentic relationships with Aboriginal families. continue enhancing staff knowledge and understanding of Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$41,199.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hume Public School.</p> <p>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"> • Wellbeing • Attendance and Engagement <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 support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: student progress on the EAL/D learning progressions indicated the majority achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. teachers analyse student data, including student English language proficiency using the EAL/D learning progression in order to identify next steps in learning.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning will 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.</p>
<p>Low level adjustment for disability</p> <p>\$164,709.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Hume Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Effective Classroom Practice • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$164,709.50</p>	<ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • support for students in social skills groups • 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 achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,359.80</p>	<p>The location funding allocation is provided to Hume Public School to address school needs associated with remoteness and/or isolation.</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"> • Effective Classroom Practice • Data Driven Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: to further support student access to incursions and excursions provided as part of the curriculum.</p>
<p>Professional learning</p> <p>\$23,906.30</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hume Public School.</p> <p>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"> • Instructional Leadership • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit teaching across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$36,930.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hume Public School.</p>

<p>QTSS release</p> <p>\$36,930.82</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"> • Instructional Leadership • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: additional staffing to support staff collaboration in the implementation of high-quality curriculum. staffing release to align professional learning to the SIP and develop the capacity of staff.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$127,607.75</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>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, with a reading focus and a writing focus • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: majority of the students in the program achieved significant 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 and numeracy small group tuition using data sources to identify specific student need. school learning and support processes will be revised and will involve regular monitoring of students as they transition back into classrooms. additional in-class support will be provided for some students to continue to meet their personal learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	80	81	80	75
Girls	75	75	71	72

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.8	81.2	77.0	79.7
1	82.5	81.7	80.7	82.1
2	85.0	79.5	74.2	87.4
3	85.1	83.1	73.8	84.7
4	84.7	86.8	81.0	82.1
5	80.9	82.6	73.4	89.1
6	83.9	82.8	70.4	77.6
All Years	84.2	82.4	75.6	83.4
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	8.46
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	7.31

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	412,258.26
Revenue	4,163,341.57
Appropriation	4,127,518.40
Sale of Goods and Services	1,111.34
Grants and contributions	30,633.30
Investment income	3,978.53
Other revenue	100.00
Expenses	-3,964,198.08
Employee related	-3,620,659.43
Operating expenses	-343,538.65
Surplus / deficit for the year	199,143.49
Closing Balance	611,401.75

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.

	2023 SBAR Adjustments (\$)
Targeted Total	84,221
Equity Total	776,288
Equity - Aboriginal	112,029
Equity - Socio-economic	458,350
Equity - Language	41,199
Equity - Disability	164,710
Base Total	2,061,391
Base - Per Capita	44,067
Base - Location	1,360
Base - Other	2,015,964
Other Total	724,816
Grand Total	3,646,715

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Through a process of surveys and conversations, it was noted that students, parents and staff continue to believe our school is a safe and happy environment that promotes high expectations of our students. Community consultation continued through 2023 on the process of implementing the Strategic Improvement Plan. This has been successful in identifying areas that we have been doing well and areas for opportunities to occur.

Students express great satisfaction with their learning experiences and demonstrate positive attitudes towards their schooling. Positive teacher-student relations and advocacy at school are both at or above the state norms for our students. They feel safe at school and understand that there are clear expectations regarding school values and behaviours. A majority of our students expressed that they are proud of their school. Attendance rates have improved throughout 2023, and this will continue to be an aspect that will be further developed across the school in 2024. Within the Hume Public School community, strong home-school links have been forged and continue to be fostered to enable collaborative, effective working partnerships and a streamlined learning environment for all students.

Staff survey results indicated a majority of staff felt that leaders are leading improvement and change, communicating clearly the school vision and values. Staff also felt that they have had appropriate professional learning to meet the needs of students with disabilities.

Feedback from parents and carers surveys indicated that they feel welcomed and the school supports safety, learning and positive behaviour in an inclusive environment. From survey results and discussions with parents, it was identified that communication with families could be strengthened throughout 2024.

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.