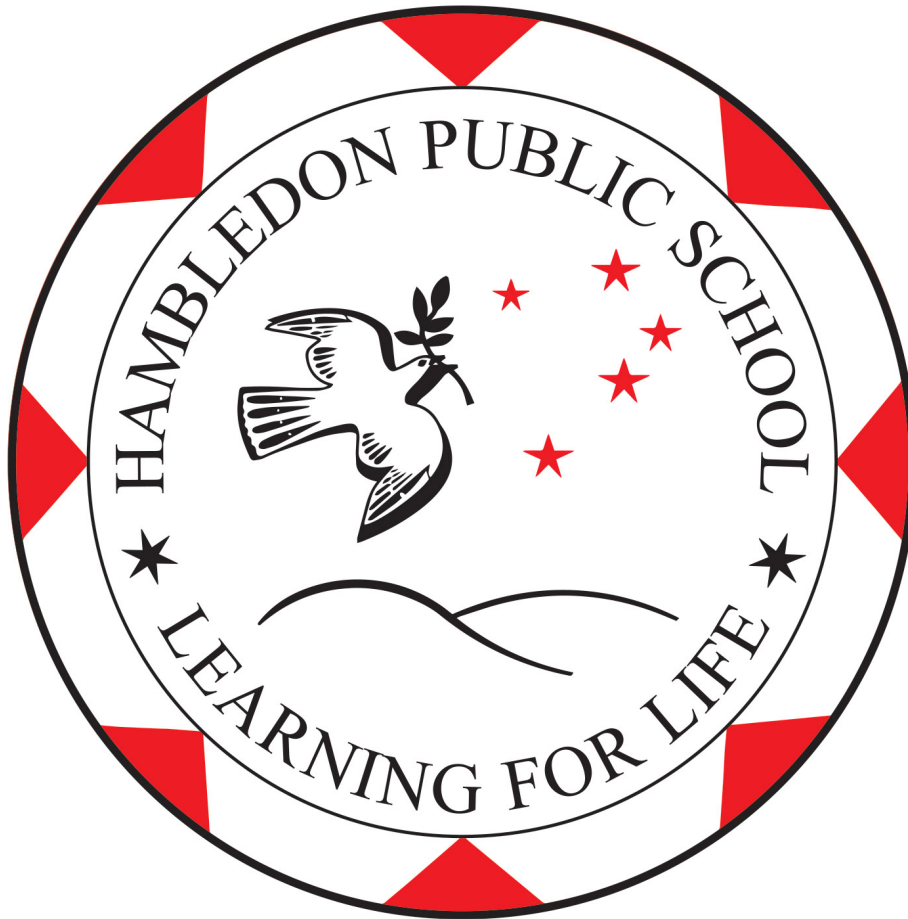


2023 Annual Report

Hambledon Public School



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Introduction

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

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

School contact details

Hambledon Public School

Bali Drive

Quakers Hill, 2763

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

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

9837 3200

School vision

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

School context

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

Our school has 18 students that identify as First Nation or Torres Strait Islander. Over half of our school student body identify as being from a language background other than English. Our FOEI (Family Occupation Education Index) is 39 and our ICSEA (Index of Community Socio-Educational Advantage) is 1062. Education and student achievement is highly valued by our school community.

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Explicit and effective teaching pedagogy
- Data informed practice

Resources allocated to this strategic direction

AP Curriculum & Instruction Beginning teacher support

Summary of progress

In the pursuit of Strategic Direction 1, both the literacy and numeracy teams collaborated to enhance the staff's capabilities in teaching literacy and numeracy. The executive team also worked collectively to deliver impactful professional learning opportunities in mathematics, specifically utilising the Big Ideas in Mathematics framework. Teachers experienced heightened confidence, increased knowledge, and enhanced expertise in delivering the curriculum. Our formative assessment practices underwent review to ensure the implementation of high-impact, responsive teaching methods.

The Literacy Team strategically focused on empowering teachers to proficiently execute explicit teaching of phonics and fluency, employing a consistent whole-school approach. This initiative was facilitated by the permanent employment of two full-time Assistant Principals, Curriculum, and Instruction (APCI's), who led through lesson demonstrations, collaborative teaching, and resource creation to sustain an explicit instructional approach. The introduction of a comprehensive schoolwide scope and sequence in phonics, aligning units of instruction in phonics, phonemic awareness programming, etymology, morphology and fluency was instrumental. Additionally, the acquisition of decodable readers supported the explicit teaching of phonics, aligning with our continued commitment to the "Science of Reading" approach. Teachers received guidance in utilising data to inform their practice accurately, with further professional learning opportunities for in-depth analysis and identification of implications from NAPLAN, Check-in, and school-based assessments from Kindergarten to Grade 6, facilitated and supported by the executive team.

The impact of utilising per capita funding, professional learning funding, and funding for Assistant Principals, Curriculum and Instruction, was the establishment of a more explicit teaching pedagogy. As a result, students now benefit from a cohesive pedagogical approach to the teaching of literacy and numeracy throughout the school, grounded in current teaching methodologies.

In 2024, as we roll out the English and mathematics 3-6 Syllabus, our primary focus will be on enhancing the entire staff's proficiency in the new syllabi and the corresponding teaching pedagogy. Ongoing professional learning, particularly through collaboration with the New South Wales Maths Strategy Team in "Big Ideas to Start Strong," will be instrumental in supporting the implementation of the new mathematics syllabus documents in both 2023 and 2024. Collaboratively, our staff, including executive members, will delve into a thorough analysis of data derived from summative assessments. Additionally, we will strategically employ formative assessment opportunities to guide responsive teaching practices tailored to address individual student needs.

Acknowledging the shift in pedagogy, we are updating the assessment schedule to incorporate key tools such as the phonemic awareness tool, spelling diagnostic tool, and reading fluency tool. These tools will be integral in assessing student improvement and ensuring that our approach aligns seamlessly with the evolving educational landscape.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<ul style="list-style-type: none"> • The Check-in Assessment mean scale score in reading has increased from 355.5 to 378.7
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<ul style="list-style-type: none"> • The Check-in Assessment mean scale score in numeracy has decreased from 404.25 to 382.8

Strategic Direction 2: Attendance

Purpose

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

Initiatives

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

- Wellbeing and engagement
- Engagement through inclusivity

Resources allocated to this strategic direction

Refugee Student Support
Integration funding support
Socio-economic background
English language proficiency
Low level adjustment for disability
New Arrivals Program

Summary of progress

The attendance roadmap was consistently shared with the community and displayed in office areas. A school-wide attendance reward system was integrated with the current PBL reward system, incentivizing students with weekly rewards based on their attendance. The implementation of the school app for automatic absence notifications helped minimize unjustified absences. Furthermore, the initiation of the parent portal within the school app now features a "heat map" showcasing each child's attendance, providing families with a clear and easily accessible overview of their child's overall attendance rate.

The EAL/D team collaborated closely with staff members, side by side, to enhance their skills in EALD progressions and to structure the students' school reports for parental understanding. The LaST team crafted PLSPs for their students, establishing goals in collaboration with classroom teachers. These goals were shared with parents during interviews and routinely assessed by both the learning support team and classroom teachers. The learning and support team persistently collaborated with teachers to implement a tailored curriculum for the students under their care.

The learning and support team collaborated with students in small group settings, identifying those requiring assistance through the analysis of assessment results, the school referral system, and conversations with classroom teachers.

The allocation of funding resources in NAP, support for refugee students, and enhancements in English language proficiency enabled teachers to engage intensively with students needing EAL/D support. This approach facilitated access to the curriculum, boosted confidence, strengthened overall well-being, and supported students in effectively communicating with both teachers and peers.

The utilisation of Integration funding support and adjustments at a lower level for disability facilitated the hiring of SLSOs and teachers, contributing to academic, social, and medical support for our students. This approach guaranteed a strong sense of belonging for the students, meeting both their academic and well-being requirements.

In 2024, the school will persist in promoting student engagement by emphasizing the significance of consistent attendance and regularly reminding families about its importance. Our ongoing commitment involves prioritizing students' sense of belonging and overall well-being. The support for English as an Additional Language or Dialect (EAL/D) will be sustained to enhance students' proficiency and confidence in learning. Those in need of additional assistance for social/emotional, safety, and learning needs will receive continued support in 2024, with a specific focus on nurturing their sense of belonging and well-being.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
At least 90% of students will attend school more than 90% of the time. This is an uplift of 7.45% from our baseline of 82.5% of students.	The number of students attending 90% of the time or more is 76% of our student population. This is progress towards this school target.
Our current baseline data in TTFM is 84.6% in the area of student advocacy, expectations for success and sense of belonging. To meet system negotiated targets in student wellbeing we require an uplift of 9.5% to 94.1%.	Tell Them From Me data indicates 81% of students report positively about advocacy, 91% report positively about expectations of success and 70% report a sense of belonging at school. This indicates progress yet to be seen toward this school based target.
Progress towards School Excellence Framework (SEF) 'Wellbeing' element of the Learning Domain being validated as 'Excelling'	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Wellbeing . This indicates progress yet to be seen toward this school based target.

Strategic Direction 3: Building collaborative practices through collective efficacy

Purpose

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

Initiatives

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

- Quality Teaching Rounds
- Partnerships in Learning

Resources allocated to this strategic direction

Professional learning

QTSS release

Aboriginal background

Summary of progress

In 2023, four rounds of Quality Teaching were executed. The leadership of Professional Learning Communities (PLCs) was entrusted to teachers who had prior involvement in Quality Teaching Rounds, supplemented by an emerging leader with a single round of experience. Two teachers new to the process also joined the PLCs. These communities served as a platform for teachers to leverage the distinct skills and knowledge of their peers, ensuring a smooth succession plan and maintaining the integrity of the rounds. Teachers expressed appreciation for the chance to collaborate within PLCs, particularly with colleagues they may not be acquainted with, spanning different stages of their careers. Numerous teachers highlighted the value of receiving affirming feedback on their competence and teaching practices during PLC discussions. They also noted a heightened sense of confidence and increased collaborative opportunities with colleagues across the school, attributing these connections to their participation in Quality Teaching Rounds.

The school maintains ongoing engagement with the parent community in support of their children's learning objectives. A total of six hundred and seventy-nine family members are connected across all classes and support programs, with an average of approximately one hundred and twelve daily visits. Around 70% of families participated in Parent-Student and Teacher conferences at the beginning and middle of the academic year. Based on community feedback, the lengthy newsletter was modified to a concise weekly format accessible through the school app. In the "Tell them from me" Parent survey, 80% of respondents agreed or strongly agreed with the statement "I would recommend my child's school to other parents." The school collaborated with Quakers Hill High School in the "Prosperitas" program to ensure a seamless transition for our most vulnerable students. Notably, the Kindergarten transition program saw significant interest, with over 80% of students slated for enrollment in Kindergarten 2024 participating in transition visits.

The ongoing impact underscores that Quality Teaching Rounds (QTR) remains a valuable approach for improving teaching and learning throughout the school. The financial support from the Quality Teaching Support Scheme (QTSS) has facilitated teacher release time dedicated to Quality Teaching Rounds. Funding designated for Aboriginal backgrounds has created opportunities for students and families to engage with Aboriginal customs and traditions, fostering a collaborative effort with the school in honoring and celebrating First Nations culture. Additional release time has been allocated to teachers for collaborating with families on crafting Personalized Learning Pathways for Aboriginal students. This approach has enabled families to establish meaningful connections with our school and engage with their child's learning in a manner tailored to the specific needs of our community.

In 2024, Quality Teaching Rounds will persist, supported by established leadership succession plans. The school will maintain its commitment to involving parents through digital platforms for both student learning and parent-related information. This emphasis is crucial for our diverse community, addressing specific needs such as providing reliable translations for families requiring language assistance or accommodating those unavailable during regular school hours. Additionally, the school will sustain its dedication to facilitating smooth transitions for students entering and leaving primary school, ensuring a seamless continuity of learning for all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school uses Quality Teaching Rounds as an embedded and explicit system that facilitates collaboration between teachers.	In 2023 there were 12 staff who were able to fulfill this progress measure.
The school is demonstrating progress toward an average of 787 SeeSaw visits per week, averaged over one month.	In May of 2023 there was an average of 784 SeeSaw visits per week by families which demonstrates towards the school based target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</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"> • Attendance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Students have been supported in an individualised program to access the curriculum. Programs were aimed at providing students with a contextualised understanding of the world, the home and the school. Students have a deeper understanding of context to assist with their understanding of literature.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide individual tuition to support the students</p>
<p>New Arrivals Program</p> <p>\$47,701.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hambledon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • Teachers provided with extra support from the EAL/D team to differentiate learning <p>The allocation of this funding has resulted in the following impact: Students had individualised programs to access the curriculum. Programs were aimed at providing students with a contextualised understanding of the world, the home and the school, this built their confidence in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Students will be supported individually and in small groups to ensure that they have access to the skills and strategies required to access the curriculum successfully.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Hambledon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students were supported to meet their individual goals in the classroom and playground these were based on social/emotional development, medical and curriculum. Children were supported in accessing the curriculum, addressing their medical needs to become more independent.</p> <p>After evaluation, the next steps to support our students will be: Based on the medical, curriculum and social/emotional needs we will continue to support the children focusing on their goals.</p>
<p>Socio-economic background</p> <p>\$52,936.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hambledon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: The school implemented a systematic approach to supporting student learning and interventions, resulting in a rise in referrals for learning support and subsequent collaborative activities to aid student learning, this was also added to the NCCD data.</p> <p>After evaluation, the next steps to support our students will be: We will continue to utilise human resources to ensure that children have the best access to curriculum and social/emotional wellbeing support.</p>
<p>Aboriginal background</p> <p>\$18,236.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hambledon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: Teachers were allocated time to engage with and acquire knowledge about the Dharug language, exploring ways to integrate it into the school environment. Stage 2 classes were selected to initiate the incorporation of the Dharug language into their curriculum through weekly instruction. Subsidies were provided for NAIDOC week acknowledgments to ensure comprehensive cultural immersion for all students.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$18,236.69</p>	<p>Staff will be employed to continue to write PLPs, the teaching of Dharug language will be continued, more staff will be trained in the delivery of this. The teaching of Dharug language will be taught across the stages. SLSOs will be employed to work with our Aboriginal students to improve social wellbeing.</p>
<p>English language proficiency</p> <p>\$256,963.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hambledon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students with an EAL/D background were supported in their Reading and writing. Through small group instruction, individual and in class support. Children became more confident reading and speaking English. Two teachers completed the TELL (Teaching English Language Learners) course, giving them the knowledge and skillset to support our students.</p> <p>After evaluation, the next steps to support our students will be: Specialist staff will employed to ensure that the EAL/D students will continued to be supported, further developing their understanding of the English language in small group, class and individual tuition.</p>
<p>Low level adjustment for disability</p> <p>\$178,678.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Hambledon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement through inclusivity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Students were supported in their learning, social and wellbeing. With the additional Learning and Support Staff, children with additional learning needs were supported through small group instruction in literacy and numeracy and supported in the playground to support their social needs and navigate their way through social scenarios.</p> <p>After evaluation, the next steps to support our students will be: SLSO's will be employed to support student with their academic, wellbeing and social needs. Training for SLSOs will be provided to meet the individual needs of the students.</p>
<p>Professional learning</p> <p>\$50,581.03</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hambledon</p>

<p>Professional learning</p> <p>\$50,581.03</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Staff are more confident teaching the new curriculum and assessing students. Whole school systematic, collective approach is in place to ensure that all students are taught the same content. Staff are collaborating, focusing on consistency across the school.</p> <p>After evaluation, the next steps to support our students will be: Staff will be provided with time to collaborate with their grades on the new curriculum. This will be through small groups, mentoring and whole staff professional learning.</p>
<p>QTSS release</p> <p>\$154,943.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hambledon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Teachers were supported in the implementation of the new curriculum. QTSS funding was used to release Assistant Principals and Assistant Principal Curriculum & Instruction to work shoulder to shoulder, providing demonstration lessons and observations with the staff on their team. Staff are more confident and well supported to implement the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: Utilising the curriculum reform allocation, we will embed time into the timetable so teams can meet regularly each fortnight to discuss and analyse student data.</p>
<p>COVID ILSP</p> <p>\$80,525.16</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"> • providing targeted, explicit instruction for student groups in literacy • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Most students enrolled in the program are making strides toward their individual learning objectives, aided by the support of paraprofessionals.</p>

<p>COVID ILSP</p> <p>\$80,525.16</p>	<p>The progress of students were monitored through the tracking system Plan.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The initiative to advance literacy through small group tuition will persist, utilising data sources to pinpoint precise student needs. The school's learning and support processes have been revamped to include consistent monitoring of students as they reintegrate into classrooms. The ongoing support of School Learning Support Officers (SLSOs) will be instrumental in sustaining and reinforcing the program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	385	404	403	423
Girls	331	363	381	401

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.4	94.1	86.7	89.6
1	93.6	93.9	88.1	92.1
2	95.2	94.5	86.6	91.1
3	95.0	95.5	88.8	90.9
4	95.9	94.9	91.3	91.6
5	94.7	94.7	89.9	91.1
6	95.2	93.2	87.6	93.1
All Years	94.8	94.5	88.5	91.4
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
Deputy Principal(s)	2
Assistant Principal(s)	5.4
Classroom Teacher(s)	30
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher EAL/D	1.6
School Counsellor	1
School Administration and Support Staff	4.67

*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	47,014.89
Revenue	8,347,471.34
Appropriation	7,924,673.37
Sale of Goods and Services	45,242.76
Grants and contributions	369,455.76
Investment income	6,499.45
Other revenue	1,600.00
Expenses	-8,312,375.79
Employee related	-7,599,454.36
Operating expenses	-712,921.43
Surplus / deficit for the year	35,095.55
Closing Balance	82,110.44

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	234,446
Equity Total	506,816
Equity - Aboriginal	18,237
Equity - Socio-economic	52,937
Equity - Language	256,963
Equity - Disability	178,679
Base Total	5,662,772
Base - Per Capita	204,044
Base - Location	0
Base - Other	5,458,728
Other Total	688,065
Grand Total	7,092,099

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

Each year Hambleton Public School surveys the school community to ask for their opinions about the school. These opinions are collected from teachers, students, and staff. Below are our findings from the survey results:

Teacher feedback

Teachers have a strong sense of belonging and feel part of the school

Teachers feel well supported in the implementation of the new curriculum and are confident in teaching the new syllabus.

Teachers believe that Hambleton Public School is a welcoming and nurturing place for all students.

Teachers feel confident to support students with disabilities or special needs.

Parent feedback

Parents feel that teachers communicate with them and are approachable to discuss their child's learning or behaviour.

Parents feel that the physical learning environment is welcoming and well maintained and is easily accessible.

Parents are asked to provide feedback on the school's reporting processes, school planning and review of policies.

69% would recommend our school to others in the community

Student feedback

85% of students have friends who are encouraging and help them to make good choices.

70% of students have a sense of belonging and feel valued by their peers and others within the school community.

88% of students understand the value of education and how it is useful in their life and is important for their future.

Many of our students believe their educational pathway will include university.

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.