

Hurstville Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Hurstville 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 school 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.

Mr Mark Steed

Principal

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Message from the Principal

2016 was a year of significant consolidation for Hurstville Public School. After the development and initial implementation of a rigorous school plan in 2015, the 2016 school year provided the opportunity for deeper embedding of a number of the key priorities identified as part of the school and community's ongoing growth and development; in particular, the recurring theme of 21st century learning and its relevance within a contemporary education for students.

One of the principal drivers of this period was the need for a deeper strategic implementation of these 21st century learning or future focused learning skills across the school community. This undertaking involved challenging existing teaching practice with contemporary educational research and timely professional learning opportunities for teachers. We also delved deeper into what our students were indicating about the ways they were currently learning and capturing 'student voice' in terms of what students believed they needed to be successful learners, now and into the future. Finally, significant work was undertaken with the wider school community to continue to build a shared understanding of the many facets that comprise a relevant and contemporary education for students.

The skills of collaboration, critical thinking, communication and creativity are becoming embedded components of classroom programs across the school and the subsequent development of a common language, which staff, students and members of the school community can utilise to refer to these skills, is emerging as a part of this journey. Whilst it is clear that the journey into the realm of future focused learning is well underway at Hurstville Public School, the challenge that the school community will next undertake is ensuring that the practices embedded during this time period are sustained into the future through ongoing targeted professional learning and further opportunities for our teachers to explore enhanced professional collaboration models.

2016 also saw a continued commitment from the school community toward the broadening of the markers of 'success' for students. This has been best evidenced by the significant expansion and development of a wide range of extra-curricular opportunities in which students are able to showcase their incredible range of talents, their ability to work as a part of a team and their ongoing dedication and commitment to an activity.

The Hurstville school community can also be extremely proud of the sustained effort, energy and commitment contributed by all stakeholders to the design and construction of the new multi-purposed court and outdoor learning space that took place during 2016. This design has provided students with the opportunity to regularly engage in a range of recess and lunchtime activities that previously were unavailable due to logistical and safety considerations. The construction of the new playground area has best utilised the available space and has been timely in terms of the opportunities it will provide to both existing and future students of the school. This undertaking is a great example of the successful collaboration that exists across the school community and the ability to collectively identify the most pressing priorities for the students of the school.

Road safety continued to be an area of significant concern for the school community during 2016. A further consolidation

of the **Drive Safe, Think Safe and Be Safe** campaign, developed by the school community during 2015, was evident and a concerted effort was made by the P&C and the school administration to engage Georges River Council and other local stakeholder groups in a solutions focused dialogue regarding the safety of students at local schools and effective traffic management strategies for the local area. Road safety will continue to be a significant area of focus in the coming years.

2016 was also the year that Hurstville Public School farewelled our Principal, Mrs Anne Hewson, who announced her retirement at the conclusion of the school year. I would like to take this opportunity to acknowledge Mrs Hewson's outstanding leadership of Hurstville Public School over the past three years. Under Mrs Hewson's leadership, Hurstville Public School experienced a wonderful period of stability and outstanding growth in a wide range of areas. Mrs Hewson was able to build authentic and positive relationships across all facets of the wider community and this contributed significantly to the evolution of Hurstville Public School. I know all members of the Hurstville school community would agree that they were extremely fortunate to have a leader of Mrs Hewson's calibre leading their school. The emotions displayed by students, staff and members of the community at the conclusion of the school year are a testament to Mrs Hewson's deep commitment to Public Education. We wish Mrs Hewson a very happy retirement.

Finally, I would like to acknowledge the Hurstville P&C who continue to work tirelessly on behalf of the students and families of Hurstville Public School. I would especially like to acknowledge the P&C Executive for its leadership, foresight and ongoing support. I would also like to thank our exceptional teaching, specialist and administration staff for the incredible job they do each day on behalf of the students of our school. The school community is extremely fortunate to be served by such a committed and hardworking team. I personally would like to thank the school executive who have been unstinting in their support and who are outstanding leaders in their own right.

I am very much looking forward to the coming years at Hurstville Public School and the many and varied things we will all work on together in support of our students and their education.

Mark Steed

Principal

Message from the school community

Over 2016, our Hurstville Public School P&C had a year of consolidation. Enjoying the fruits of past efforts in establishing our purpose and role within the school, the P&C was able to have a relaxing year and direct energy and focus on the “basics” – the running, operations and general business of the P&C.

Over the year, the P&C also undertook our traditional annual fund raising efforts, which, through previous years of foresight and significant volunteer effort (across staff, parents and students), saw the joint DEC/P&C funding and realisation of the multi-purpose court and outdoor learning area that had been in planning stage for several years.

Pedestrian safety around the school and surrounding streets continues to be a major concern for the P&C, particularly given the size of the school, narrow/limited vehicle access at pickup/drop off points and the young age of our students. To this end, the P&C, together with the Principal heavily lobbied and led discussions with Georges River Council (GRC) to consider potential road changes that could improve pedestrian safety for our students. This remains an ongoing and open discussion involving GRC, NSW Police, RMS and representatives from other nearby schools.

The P&C continues to strongly encourage all families and local residents to **Drive Safe, Think Safe and Be Safe** when walking or driving in the streets around the school.

Over 2016, the P&C also focused on a number of issues of interest and impact to our school community including:

- The increasing number of student enrolments and associated demands on school facilities (classrooms, toilet blocks, hall, canteen etc)
- Encouraging community focus to align with the school objective of applying *broader measures of success* than strictly academic metrics when assessing student performance and progress
- Collaborating with the school on enhancements to the existing parent feedback mechanisms in relation to student performance across the full range of school activities

The P&C would like to acknowledge and thank the NSW Government's – Community Building Partnership program of 2016 and our local NSW Member of Parliament, the Hon. Mr Chris Minns, for supporting the P&C with a grant of \$45,000 for the purpose of undertaking a *Playground Upgrade* to the area under the tree near the canteen. The P&C would also like to acknowledge and thank our Deputy Principal Ms Danielle Scott for her enormous contributions in leading the grant application effort and achieving yet another successful grant application.

The end of the school year also saw the retirement of our previous Principal Mrs Anne Hewson, who will be sadly missed by a grateful parent community. I know there are thousands of children (and adults) today that owe the success of their educational outcomes to Mrs Hewson both directly and indirectly. During the farewell gathering organised by the P&C, Mrs Hewson was conferred an honorary life membership of the P&C for her leadership, and her friendship across our community.

Of course, no school can operate without effective leadership. So to fill Mrs Hewson's shoes, our P&C is also very excited to warmly welcome our new Principal Mr Mark Steed, where we look forward to forging new paths and new friendships as we enter the next phase of our school's future.

Finally, the P&C would like to acknowledge and thank the entire parent community for supporting our P&C over the year in our many events and fund raisers, and also acknowledge and thank our wonderful staff who are always striving to improve the educational opportunities and experiences for all students attending Hurstville Public School.

Mr Jason Yeo

P&C President 2016

School background

School vision statement

Our school is a place where:

- all people are treated with respect, understanding and compassion;
- the wellbeing of students is a priority for all;
- success as a learner is broadly defined, valued and celebrated;
- personal best and aspiring to excellence are encouraged and supported;
- students develop the 21st Century knowledge, skills and attributes to become successful learners, resilient, confident and creative individuals and active and informed citizens.

School context

Hurstville Public School is located in a highly urbanised area of southern Sydney. The area is undergoing rapid redevelopment with large, multi-storey apartment blocks increasing the number of families residing within the school's enrolment boundaries. The school is one of the largest primary schools in the state with over 1200 students supported by a staff of more than 100. As well as local enrolments, the school hosts four Opportunity Classes for academically gifted and talented students and a Support Unit of four classes for students with mild and moderate disabilities and autism. 96% of our students come from language backgrounds other than English. More than 47 different nationalities are represented. The largest group is of Chinese background, representing 65% of students. The next highest backgrounds are Arabic (11%), English (4%), Indonesian (2%), Nepali (2%), Greek (2%) and Hindi (2%). The community holds high expectations for the academic achievement of their children. The school implements the Positive Behaviour for Learning Program (PBL) and actively incorporates the values of Respect, Responsibility and Learning into all aspects of school life.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. The School Excellence Framework Report confirms our achievements across the three domains.

Learning

In the area of Learning, results show that the school is excelling in the area of Student Performance Measures. Hurstville Public School achieves excellent value-added results between Years 3 and 5 and Years 5 and 7. Using an average of Reading and Numeracy NAPLAN scaled scores for each year, 2016 data indicated the average growth for students at this school from Years 3 to 5 was 97.3, while for all students statewide the growth was 85.9. For Years 5 to 7, the growth for our students was 63.25 while, the state average was 48.5.

Similarly, the school is excelling in Student Attainment as measured by the proportion of students in the top two NAPLAN bands in Years 3, 5 and 7. The school is delivering in the proportion of students at or above the National Minimum Standard, achieving similar results to the state.

An area for further consolidation in 2017 is to improve the attainment of equity groups within the school.

Teaching

In the area of Teaching, self-assessment using the School Excellence Framework shows that we are sustaining and growing in the area of collaborative practice. Teachers have reported a significant increase in the quality of feedback

they are receiving about their teaching practice. Procedures to support peer observation, feedback, mentoring and coaching have continued to improve. In 2017, this will be extended to include feedback from school leaders through the Instructional Leadership Project.

An area identified for development in 2017 is the element of Data Skills and Use. Teachers have identified the need for more explicit professional learning to support their use of data to better understand the learning needs of students. In 2017 the school leadership team will establish procedures and guidelines to systematically collect and analyse data to measure impact and inform future directions.

Leading

In the area of Leading, self-assessment indicated that the school is Sustaining and Growing in the element of School Resources, with strategic financial management used to maximise resources available to implement the school plan. Staff prepare thorough budgets, based on identified needs in line with the School Plan. Technology is being continually expanded and upgraded and is accessible to staff and students. A representative group of students, staff and the community will investigate and evaluate the composition of physical learning spaces across the school to ascertain how they can optimise flexibility and increase student engagement.

An area for further development is in the element of School Planning, Implementation and Reporting. Teachers will receive professional development to develop their understanding of the School Excellence Framework, the development and monitoring of milestones and the collection and analysis of evidence. Part of the future school planning strategy will include all members of staff contributing to the evaluation of the identified school priorities in relation to the School Excellence Framework.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Creating confident, resilient and successful 21st Century learners

Purpose

In a rapidly changing world, our students require more than a simple set of academic skills to equip them for successful lifelong learning. Alongside strong foundations in literacy and numeracy, our students need to be creative, collaborative, critical thinkers with highly developed communication skills. As determined by the Melbourne Declaration, we will develop successful learners, confident and creative individuals, and active and informed citizens. We will develop the whole child and deliver programs that promote student wellbeing, resilience and confidence.

Overall summary of progress

In 2016, we focused on teaching students to be critical thinkers and 21st Century communicators.

In Semester 1, students were explicitly taught different levels of questioning to facilitate and build on their capacity to be critical thinkers. Students were assessed on their ability to pose questions that demonstrated different levels of critical thinking based on a visual stimulus. Post data results indicated growth across the school, (e.g. 55% of students asked low level critical thinking questions in pre-tests in contrast to 35% in post-tests and 45% of students asked higher ordered critical thinking questions in pre-tests as opposed to 65% in post-tests).

In Semester 2, students developed their ability to communicate to a range of audiences using a variety of strategies, which included selecting and adapting their approach and/or register to suit their purpose. Each grade chose their own specific focus but followed a whole-school approach to collecting and analysing data to show student growth. The majority of grades focused on students' formal and informal oral skills to support the high number of EAL/D students in the school. The use of digital technology platforms/skills was integrated across all grades. Post data results indicated significant results in the following grades:

- Kindergarten teachers explicitly taught pronoun usage. As a result, 81% of students correctly identified pronouns and 82% used regular pronouns correctly.
- Year 2 teachers devised a model '6Cs of Communication – Concentrate, Contribute, Courtesy, Clarity, Cooperate and Context'. As a result of this model being implemented in all classrooms, teachers observed that 90% of students improved their ability to politely, respectfully and effectively communicate in different contexts.
- Year 5 teachers focused on improving students' informal and formal interviewing and questioning skills. As a result, teachers observed that 80% of students improved in their confidence to speak and ask questions in front of an audience.

In 2016, we engaged two highly experienced psychologists to present a class program for our Year 6 students in preparation for high school. The program, 'Max the Mind' aimed to provide students with a range of strategies to manage their mental wellbeing.

The *Max the Mind* program exposed students to the principles and skills of relaxation and Mindfulness and outlined the many benefits of developing these skills. The Max the Mind program encouraged students to: notice their thoughts and emotions; identify a difference between impulses and actions and to find a "choice point" whereby they can make good decisions; pay attention with flexibility, openness, and curiosity; and, learn ways to reduce stress and optimise the learning capacity of the brain.

In this program, students were given an opportunity to experience a variety of Mindfulness and relaxation activities which could assist them in dealing with the stressors of life and improve their concentration.

Each class and their teacher worked with one of the psychologists to develop Mindfulness skills during four sessions over four weeks. Class teachers were then able to incorporate the strategies learnt into their class programs.

The psychologists also presented two sessions to staff to develop their professional learning and two sessions to parents to provide them with strategies to support their child's mental wellbeing.

In 2016, we continued to expand the extracurricular opportunities to allow students to develop confidence and success in a variety of areas. The number of students participating in band, choir and dance increased and Stage 1 students were invited to participate in dance. A drama club was established for Year 5 students who performed in front of an audience at the end of the year. Our annual Showcase was a huge success with over 500 student participating and performing. A wonderful conclusion to a year of hard work and dedication from both our students and teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing student achievement at the higher levels of the 4Cs	<p>Of those surveyed:</p> <p>84% of teachers rated their students' ability to understand and apply critical thinking as 'well' to 'extremely well'.</p> <p>100% of teachers rated their students' ability to communicate as 21st century learners as 'well' to 'extremely well'.</p> <p>Qualitative data indicated that the impact of the 4Cs on student learning outcomes or the way students approach learning was extremely positive. Teachers reported: increased levels of student involvement and engagement; learning was more meaningful for students; improved communication skills were being applied inside and outside the classroom; participation and risk-taking in learning; and, improved outcomes across curriculum areas.</p> <p>Successful implementation of BYOD with 97% of students bringing a device to school and 100% of students feeling that BYOD had a positive impact on their learning.</p>	<p>\$32 000 Professional Learning 4C's</p> <p>\$15 000 Teacher Professional Learning BYOD</p> <p>\$4 750 iPads to support BYOD and to ensure equity</p>
Effective stress management techniques demonstrated by S3 students	On completion of the Max the Mind sessions, 98% of students were able to describe at least one strategy to manage stress which worked for them.	\$8 000 – Max the Mind program, professional learning for Stage 3 students, teachers and parent presentations
An expanded range of co and extra curricula opportunities for students	<p>Expanded dance and band groups with more students having the opportunity to participate. Stage 1 students included in dance groups.</p> <p>501 students performed in our annual Performing Arts Showcase.</p>	\$2 000 Hurstville Public School Showcase
Increasingly positive student responses to the Tell Them From MeSurvey	<p>64% of students at Hurstville Public School take part in an extracurricular activity. The state norm is 55%.</p> <p>86% of students identified someone they could talk to if they felt worried.</p>	Nil

Next Steps

In 2017, teachers will continue to develop a deeper knowledge and effective implementation of the 4Cs using multiple approaches, eg Project Based Learning (PBL) and STEAM (Science, Technology, Engineering, Arts, Mathematics). Teachers will be measuring the impact of their professional development on student learning outcomes.

We will continue to look at ways to expand our students' repertoire of strategies to cope with stress and improve their mental health and resilience. We will continue to build on the extracurricular groups available for students, including Dancesport as an extracurricular activity. Students who are identified as extremely talented in band, dance, choir and drama will be selected to audition for Create South.



Strategic Direction 2

Developing highly skilled and engaged staff fully equipped to deliver excellence in 21st Century education

Purpose

21st Century education requires teaching, support and administrative staff who work collaboratively; embrace and confidently utilise appropriate and innovative technologies; effectively implement changing curriculum to meet the needs of diverse learners; and are actively and reflectively accountable for their professional growth and performance in line with new frameworks. To support the professional development of staff at all career stages, we will build leadership capacity and implement enhanced feedback procedures.

Overall summary of progress

In 2016, teachers were involved in a range of professional learning opportunities that built their capacity to develop clear and achievable professional learning goals focused on improving student learning outcomes. They undertook professional learning in the implementation of the new History and Geography syllabus documents and in the 21st century skills of critical thinking and communication. As a school, we continued to focus on embedding a performance and development culture across the school and building teacher capacity to teach future focused learners.

In semester 1, teachers developed their ability to assess students' critical thinking skills. Teachers focused on the skill of critical questioning for understanding. Each grade or team developed teaching activities used as pre assessment tasks that measured the types of questions that students use. These questions ranged from the literal (here), the inferential (hidden) and the evaluative (head). Teams of teachers developed units of work and rich assessment tasks using the Geography syllabus. These teaching and learning activities were enhanced by the inclusion of the 4Cs of 21st Century learning. As a result of professional learning, 90% of teachers reported an increase in their ability to implement critical thinking skills into their practice.

In semester 2 teachers identified areas for development in communication that were grade specific. Both formal and informal contexts were addressed through a focus on using language features such as pronouns, past tense and plurals, use of modal verbs, the 6Cs of communication and formal oral presentations. Pre and post assessments and teaching and learning activities were designed to improve students' ability to identify and adjust their use of language to suit a variety of audiences, purposes and digital platforms. Digital platforms included iPads, read along books and movies. 92% of teachers agreed that the professional learning they had received on the 4Cs in the past two years had built their capacity to effectively implement communication across the curriculum for a wide range of students.

Teachers examined the School Excellence Framework (SEF) and identified a number of elements from each of the strategic directions. Teachers looked at the types of evidence they use to demonstrate student improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers' success in achieving their professional learning goals as supported by evidence and the Performance and Development Framework	100% teachers participated in the Professional Development Plan (PDP) process and participated in observations and reflection of their own and their colleagues' professional practice. All teachers and executive staff met with their supervisors at the start of the year, throughout the year and again towards the end of the year to develop and evaluate their professional learning goals. In 2016 there was an increased focus on using evidence-based practices to demonstrate impact on student growth.	\$16 000 Professional Learning \$42 000 Teacher release for teachers to engage with the Performance and Development cycle.
Increasingly positive responses to the Focus on Learning survey in the areas of provision of feedback and use of technology	An increased number of teachers agreed or strongly agreed to the statement "School leaders have provided me with useful feedback about my teaching". In the technology domain, teachers showed an increase in all questions relating to student learning	\$20 000 teacher release to support professional learning in effective use of Bring Your Own Device (BYOD).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasingly positive responses to the Focus on Learning survey in the areas of provision of feedback and use of technology	<p>in technology, except for the statement "Students use computers or other interactive technology to track progress towards their goals."</p> <p>Student self-assessment using technology will be incorporated into professional learning in 2017 and beyond.</p>	

Next Steps

As part of our continuing commitment to embed a culture of performance and development in the school, in 2017 teachers will revisit the Quality Teaching Framework support material and make links between the Professional Standards for Teachers and the Quality Teaching Framework. Specific focus will be on the dimensions of quality teaching and elements including the four focus questions. There will be professional learning as a school and in teams around the 6 elements within the Professional Standards for Teachers and the relationship to the Quality Teaching elements.

Much of the professional learning for teachers in 2017 will be differentiated to cater for the individual needs of teachers. There will be four teacher interest groups (TIG) focusing on future-focused teaching strategies in Project Based Learning (PBL), Science, Technology, Engineering and Mathematics (STEAM), Critical and Creative Thinking (CCT) and Communication. As part of our continued commitment to improving our culture of performance and development, teachers will be required to document their learning, actions and impact on their professional practice and student growth, and share their learning with colleagues and their supervisor as part of their Professional Development Plan.



Strategic Direction 3

Building and extending strong and effective partnerships for 21st Century education

Purpose

To deliver quality 21st Century education, we seek to further engage our parent community in understanding the changing educational landscape. We will enhance opportunities for staff, parents and students by establishing partnerships beyond the school and local community: in particular, academic partnerships with universities; partnerships with other primary and secondary schools; partnerships with community agencies; and partnerships with businesses.

Overall summary of progress

Continuing to establish partnerships beyond the school and local community has been an area of specific focus during 2016. Also the strategic planning of specific opportunities for our parent community to deepen their understanding of school operations and the current educational landscape has been a priority for 2016.

An overview of the key initiatives for 2016 included:

The school collaborated with a local team of psychologists, Michelle Booker and Sue Martinov from Positive Psychology, to deliver student, staff and community awareness sessions, focusing on emotional self-regulation strategies for children and adults, mental health awareness and resilience strategies for our students – this being the precursor to the development of a wellbeing toolkit for students. These sessions were well attended by members of the school community with 49 community members attending these sessions. Evaluation data indicated that 64% of parents surveyed found the sessions informative and useful (rating 5/5) and 68% said they learnt some new ways to promote their child's potential (rating 5/5).

During 2016 Education Week, the same team of psychologists, Michelle Booker and Sue Martinov, delivered a session on mindfulness for the school community. This session was extraordinarily well supported by the community with approximately 300 members of our wider school community in attendance for the session. Informal feedback from members of the school community indicated that a follow up session would be valued in 2017. In addition, further research into this area will be undertaken to test the validity of a mindfulness program being implemented in 2017–2018.

Enhanced community liaison services and information sessions were provided by our Community Information Officer from the Department of Education, Ms Jin Liang. Mrs Liang was employed at the school to further develop the school's capacity to deliver community wellbeing information and to connect families from the school to available and appropriate local community support service agencies. Mrs Liang also delivered a number of community information sessions in partnership with St George Child and Family Services outreach program.

Information sessions were delivered to the community on future focused learning and the effective pedagogical practice underpinning contemporary education. These sessions were delivered by Mrs Amy Mortimer, a member of the teaching staff currently leading the strategic implementation of future focused learning at the school and Mrs Jin Liang in her role as Community Information Officer for the school. The sessions delivered in this focus area were highly valued by the school community and well supported with a total of 98 members of the school community attending these workshops. In response to the post workshop survey question, *How important do you think it is for students to learn creative thinking and communication skills at school?*; 91% of participants rated this as either *very important* or *important*.

In 2016, a playground committee, comprising staff and parents, designed and delivered a new playground area for students. The playground area included a multipurpose court, encompassing basketball, netball and volleyball, an outdoor classroom and a nature trail. The project was jointly funded by the school, P&C and Community Building Partnership grants obtained by the P&C. In 2017, we will be planning for the delivery of an updated playground area around the tree near the Orange Lane entry after receiving further grant funding.

The school initiated the development of a Road Safety Committee comprised of representatives from our school and P&C, several local schools, Georges River Council, Roads and Maritime Services and local police services. The committee has employed a local traffic management company to collect information and make suggestions to improve flow of traffic and make the local streets safe for our students. This committee will continue to work together in 2017.

The Principal and one of our Deputy Principals are members of the St George Community of Practice who aim to develop an authentic learning community to share best pedagogical practice in curriculum differentiation. The professional learning community includes two selective high schools and four primary schools in the St George area and is chaired by Anne Ross, Director Public Schools NSW, Georges River Network. During 2016 Principals and executive from the 6 schools shared best practice. In Term 4, Principals and a team of change agents from each school

participated in an 'Innovation Tour' to see first hand how our colleagues have made innovative changes to improve pedagogy, future focused learning environments and leadership capacity. Teachers participated in a 'Google Classroom', Project Based Learning in Creativity in an OC classroom and looked at learning spaces that have been designed to support future focused learning.

The Primary Executive Network (PEN) Deputy Principal Network is chaired by a Deputy Principal at our School and meetings are held at Hurstville Public School three times per year. The network offers professional development for Primary Deputy Principals across the Ultimo Principals' Network. The network provides opportunities for the leadership team to share best practice relating to the education reform agenda and to establish partnerships beyond the school.

A Communications Working Party comprising members of the school staff and representative from the school community was formed during 2016. Their aim was to examine current school communication strategies and to evaluate potential communication mediums to further connect members of the school community to the school and to provide lateral pathways for wider community input into the ongoing evaluation of the current school plan priorities. This Communications Working Party will continue this evaluation cycle in 2017.

A teacher from Hurstville has taken on the role of coordinator for the Casual and Temporary Teachers Network for the Ultimo Operational Directorate. This network provides a professional forum for casual and temporary teachers working throughout the Sydney area to meet and partake in a wide range of professional learning experiences. It provides them a mechanism for sharing their own experiences and to also gain access to support with the achievement or maintenance of their professional accreditation as teachers through the NSW Education Standards Authority. The Casual and Temporary Teachers Network meet each term at Hurstville Public School.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance and positive feedback from parents at P&C meetings, forums, workshops and events, evidenced in attendance numbers and survey responses	<p>63% of parents attended the parent Information Evenings and 62% of parents attended scheduled parent teacher interviews.</p> <p>98 members of the school community attended the workshops provided on Future Focused Learning.</p> <p>49 school community members attended the 'Promoting your Child's Potential' workshop session, led by members of the Positive Psychology team.</p>	<p>\$3 000 – School funds to pay for psychologists presenting community workshops.</p> <p>\$32 000 – two days per week Community Engagement Officer – Flexible funding for Wellbeing services</p>
Student reports which are user friendly and more easily understood by our 96% EAL/D families	<p>Following positive parent feedback in 2015, teachers continued to send home a curriculum overview, outlining the knowledge and skills students are being taught in each Key Learning Area.</p> <p>130 parent teacher interviews were booked with interpreters in Mandarin, Cantonese, Arabic and Nepali.</p>	\$1 000 – school funded – Annual site licence cost for SENTRAL online reporting system.
Video evidence of implementation of 4Cs and curriculum uploaded to the school website for parent access and information	<p>Established links with Filmpond. Investigated host sites for embedding videos on the website.</p> <p>Filmpond channel and Youtube links</p>	\$3 000 – School funded – Filmpond EAL/D project digital video chronicle and teacher relief.

Next Steps

In 2017 we will continue to make connections with outside agencies to support our students, staff and parents. We will establish links with educational institutions to further support Professional Learning and embed 21st Century competencies across the curriculum. We will connect with local community support agencies and professionals to further support the wellbeing of students and families.

Building stronger community engagement with parents will continue to be a focus in 2017 through the following projects:

– connecting with the local community and local educational community via social media platforms;

- purchase of additional specialist equipment in support of digital video production to provide examples of student learning and to chronicle our educational journey;
- continuation of the Communication Working Party to explore lateral communication mediums and platforms, with the aim of connecting with a wider representation of the school community, and;
- tailoring presentations for parents, based on community requests and identified needs.

We will continue to work collaboratively with parents through the establishment of working parties and reference groups to inform decision making in the areas of playground design and tender, road safety, school finance; and student enrolment.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	RAM equity funding was used to develop individualised learning pathways for our indigenous students in consultation with their parents, the classroom teachers and our learning support team.	\$2 053 – School Learning and Support officers
English language proficiency	1174 students come from a language background other than English: 213 students at the beginning phase of learning English, 232 at emerging, 386 at developing and 338 at consolidating. 962 students were provided with targeted language support from specialist EAL/D teachers to improve their English language proficiency through a direct teaching mode of delivery in small groups, or in a collaborative teaching mode of delivery together with the class teacher. The RAM funding provided a 5.4 EAL/D specialist teacher allocation. The flexible funding allowed for additional staffing to support the language needs of newly arrived students and funding to provide professional learning which enabled teachers to more effectively cater to the needs of the EAL/D students in their classes.	\$550,913 – ELP Equity Staff Allocation \$61,213 – ELP Equity Flexible Funding
Low level adjustment for disability	132 students received additional support from the Learning and Support Teacher and/or a School Learning and Support Officer. The support aimed to increase students' basic literacy and numeracy skills.	\$40 000 additional Learning and Support Teacher \$72 000 School Learning and Support Officers
Quality Teaching, Successful Students (QTSS)	Assistant Principals engaged in Instructional Leadership activities one day per week during Semester 2.	Equivalent of 5 day a week position in Semester 2 (\$53 500)
Socio-economic background	Student Assistance provided to ensure equitable access to curriculum for students. Students additional support in literacy and numeracy.	\$40 000 additional Learning and Support Teacher \$72 000 School Learning and Support Officers
Support for beginning teachers	Beginning teachers and their mentors received additional planning and release time per week.	\$42 000 – Teacher relief for beginning teachers and their mentors.
Targeted student support for refugees and new arrivals		



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	607	621	641	675
Girls	496	516	539	555

During 2016, a review of the Hurstville Public School Enrolment Policy was conducted with the school community. As a result of this policy review, a number of strategies have been implemented by the school in response to the significant growth of the student population over the past 3 years and the ability for the school infrastructure to cope with this growth.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	96	95.4	95.8
1	95	95.1	94.4	94.5
2	95.7	96.5	95.2	94.7
3	96.1	95.6	95.5	95.2
4	96.8	95.7	96.3	97.3
5	97.4	97.1	96.5	96.1
6	95	95	94.8	94
All Years	96	95.9	95.4	95.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance is monitored on a regular basis in line with the DoE School Attendance Policy. To manage non-attendance the "Attendance Checklist for Schools" is followed, including referral to the Learning and Support Team, to ensure a full range of strategies are implemented before referral to the Home School

Liaison Officer. Information regarding Attendance requirements is communicated periodically to parents through the school newsletter and at parent information sessions.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	50.94
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.8
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	10.87
Other Positions	0

*Full Time Equivalent

In 2016, one member of staff identified as being from an Aboriginal or Torres Straight Islander background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	53
Postgraduate degree	47

Professional learning and teacher accreditation

21st Century Learning Professional Learning :

Additional staffing was funded for an instructional leader in 21st century learning to work collaboratively across the school over an extended period. This instructional leader also coordinated the professional learning strategies in support of 21st Century learning implementation for all staff at the school.

Beginning Teacher Support: Additional time was allocated to fifteen beginning permanent and temporary

teachers to engage in coaching sessions with a beginning teacher coordinator from the executive team, mentoring sessions, lesson observations and targeted professional learning, utilising a combination of on-line and face to face learning. All the beginning teachers involved in the program agreed that lesson observations were crucial in supporting their professional learning and practice. An accreditation support group was established within the school to provide guidance and support to graduate teachers seeking accreditation at proficient level. As a result of this support, four teachers achieved accreditation at proficient level in 2016.

Leadership Credential

A team of five Assistant Principals and Deputy Principals have enrolled in *The NSW Public School Leadership and Management Credential – Ready to lead, supported to succeed*. This professional learning forms an important element of the School Leadership Strategy. We recognise the importance of the leadership team developing a set of consistent skills, knowledge and understandings in order to effectively lead and manage the school. The credential will assist leaders to be well supported to meet their accountabilities with regard to Departmental policies, processes and procedures.

EAL/D Project : In a school where 95.4% of students come from a language background other than English, every classroom teacher is an EAL/D teacher. In Term Two, three EAL/D specialist teachers and executive staff attended professional learning and implemented evidence based strategies in EAL/D education for all staff through the "Leading EAL/D Education Project". A proportion of this project was funded through a grant of \$5000 from DoE Multicultural Education.

All staff were required to plot the school on the *EAL/D School Evaluation Framework* matrix to identify whole school needs. The results indicated areas of need in two aspects : *Teaching and Assessing EAL/D students* and *EAL/D Professional Learning*. The project focus was to improve teachers' knowledge of EAL/D pedagogy and application of the EAL/D Learning Progression to cater for the needs of EAL/D students in the classroom, specifically in Speaking. This was in line with the School Plan, focusing on 21st Century learning and the 4C's, in particular, Communication.

The project took a multi-faceted approach over Terms 2 and 3 and included whole school professional learning sessions on the EAL/D Learning Progression, 'Talking to Learn' and a Communicative Activities workshops. Teachers were required to assess their students along the EAL/D Learning Progression using a systematic approach over a 4 week period and incorporate Speaking Activities in at least one Learning Area in Term 3. Teachers were given the opportunity to participate in TELL (Teaching English Language Learners) Professional Learning over 6 weeks and online EAL/D professional learning through the CTP (Classroom Teacher Program). Twenty-one teachers participated in one or both of these professional learning opportunities. A requirement of the project was to produce a short Classmovie through Filmpond to

showcase the project outcomes. This was uploaded onto the Department of Education website.

Results from the project indicated that teachers are now open to change and understand they have an important role in supporting all EAL/D students in their classroom. Staff has a stronger understanding of how to identify and plot their students on the EAL/D Learning Progression and how to provide learning in their classrooms which supports the language needs of their EAL/D students. All this was evident from the results of pre and post project data, where teachers plotted the school along the EAL/D School Evaluation Framework in the two focus aspects. Before the project implementation, 94% of teachers felt they had a minimal or beginning level of understanding of the skills and knowledge required to teach and assess EAL/D students and 97% of teachers felt that EAL/D professional learning across the school addressed only the minimum or beginning level of requirements. After two terms of implementation of the project, 45% of teachers indicated that they were developing a greater understanding in teaching and assessing EAL/D students, and 50% felt the school was now developing EAL/D pedagogy through professional learning across the school.

In 2017 a systematic approach of assessing each students' language phase using the EAL/D Learning Progression where EAL/D specialist staff and class teachers work collaboratively, will continue so that it becomes standard practice. This is essential to ensure the language needs of the EAL/D students in each classroom can be addressed through differentiated classroom instruction.

TELL feedback by teachers was very positive and all teachers who participated expressed a greater understanding of the needs, both culturally and academically of EAL/D students. We are looking at EAL/D specialist teachers providing the TELL course in Semester 1, 2017.

The EAL/D project team recognised the need for a robust set of programs that included a clear focus on Speaking. These programs need to be embedded into all classroom teacher programs. In order to support this implementation, the TELL program will be offered to all interested teachers at the beginning of 2017. The systematic approach employed throughout 2016 will be further scaffolded with structured mentoring for classroom teachers via team-teaching opportunities with a specialist EAL/D teacher.

Compliance Training

All teachers are up-to-date with mandatory training requirements of Child Protection, Anaphylaxis, E-emergency care and Code of Conduct. New teachers have all completed the WHS Induction for Employees. All executive staff have completed training in School Communities working Together. On the 2016 Term 4 Staff Development Day, staff undertook face-to-face training in Recognition and Management of Anaphylaxis and Cardiopulmonary Resuscitation (CPR). We have implemented an improved system to record and track staff compliance details which includes

tracking of permanent, temporary and casual staff members.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	861 644.51
Global funds	690 461.13
Tied funds	576 011.82
School & community sources	454 521.84
Interest	17 267.25
Trust receipts	27 645.35
Canteen	0.00
Total income	2 627 551.90
Expenditure	
Teaching & learning	
Key learning areas	83 416.01
Excursions	68 218.09
Extracurricular dissections	155 167.48
Library	2 527.06
Training & development	772.50
Tied funds	321 805.46
Short term relief	198 833.17
Administration & office	129 786.03
School-operated canteen	0.00
Utilities	86 028.13
Maintenance	55 180.67
Trust accounts	38 151.04
Capital programs	454 369.05
Total expenditure	1 594 254.69
Balance carried forward	1 033 297.21

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 213 500.93
(2a) Appropriation	1 041 568.21
(2b) Sale of Goods and Services	759.09
(2c) Grants and Contributions	170 175.07
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	998.56
Expenses	-431 307.16
Recurrent Expenses	-431 307.16
(3a) Employee Related	-263 127.34
(3b) Operating Expenses	-168 179.82
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	782 193.77
Balance Carried Forward	782 193.77

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 14 October to 31 December 2016.

	2016 Actual (\$)
Base Total	7 099 312.34
Base Per Capita	64 874.34
Base Location	0.00
Other Base	7 034 438.01
Equity Total	861 955.21
Equity Aboriginal	2 053.16
Equity Socio economic	45 250.63
Equity Language	612 125.28
Equity Disability	202 526.14
Targeted Total	736 859.71
Other Total	583 449.97
Grand Total	9 281 577.23

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

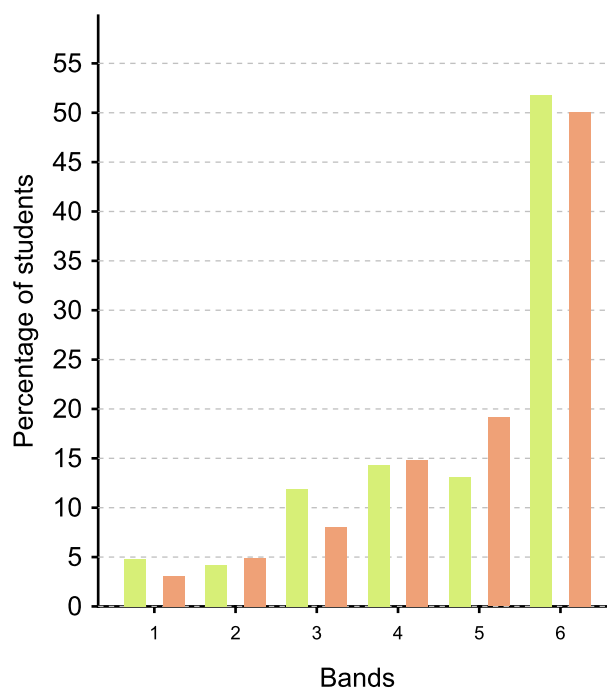
NAPLAN

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

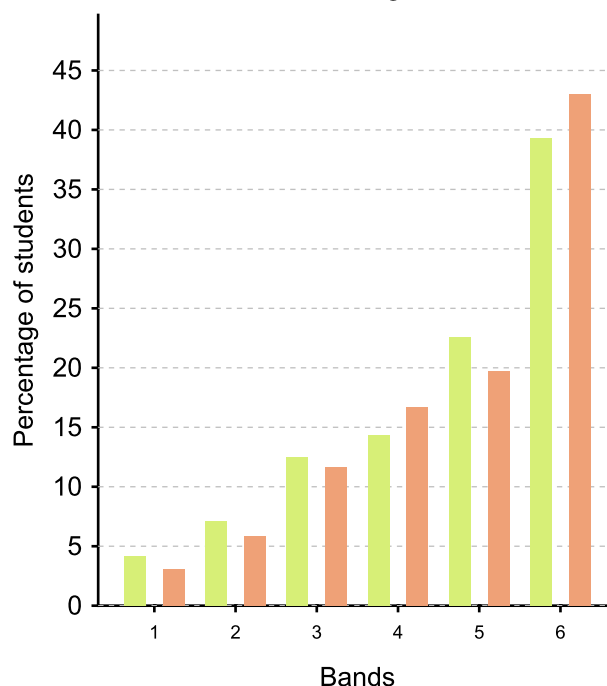
Hurstville Public School students continue to excel in literacy. In 2016:

- 66.9% of Year 5 students achieved greater than expected value added growth in reading;
- 39.3% of Year 3 students achieved Band 6 in reading.

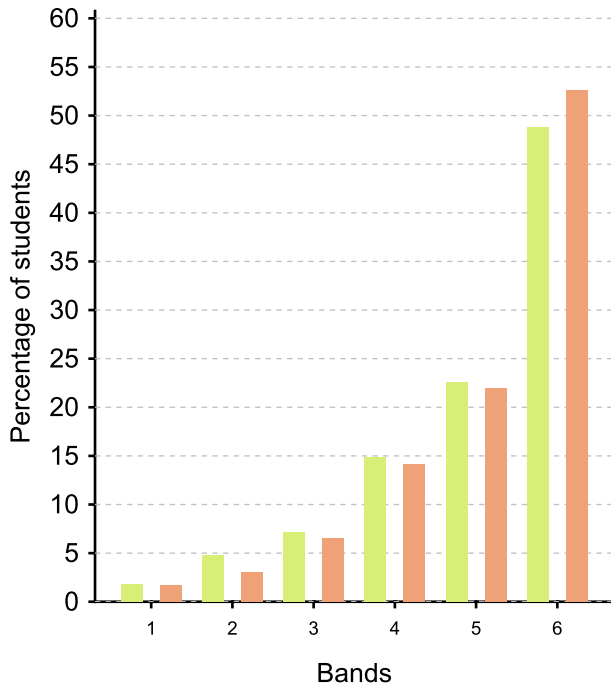
Percentage in bands:
Year 3 Grammar & Punctuation



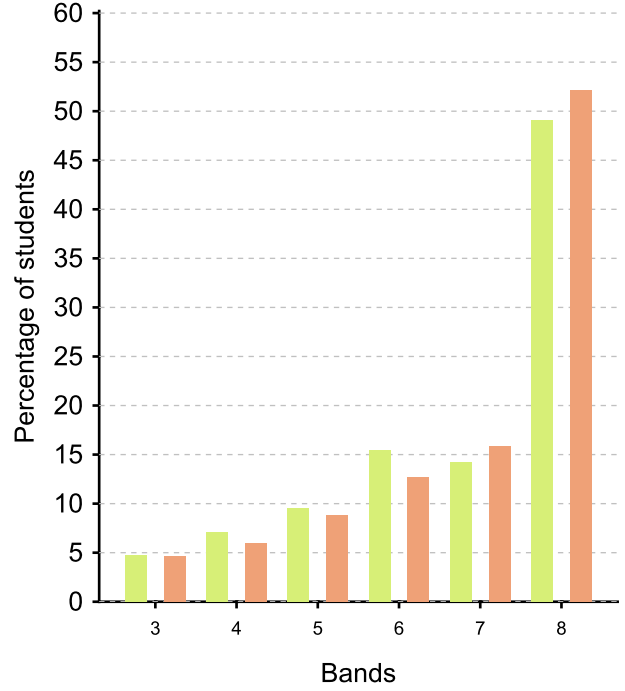
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling



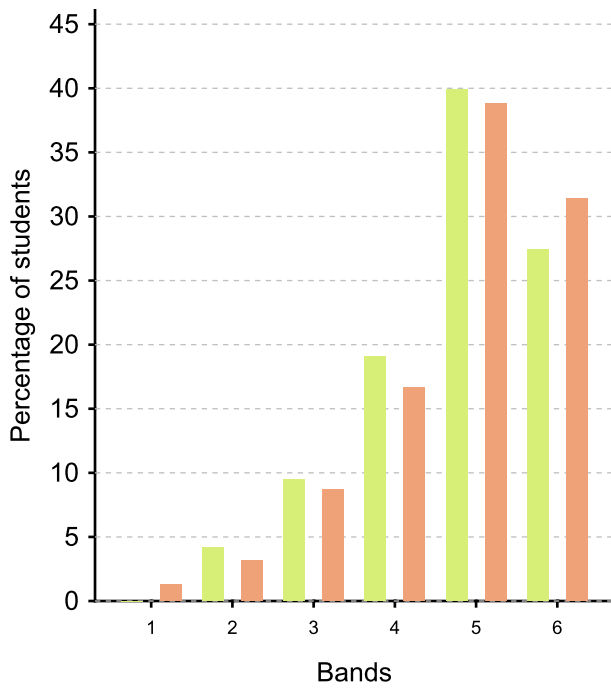
Percentage in bands:
Year 5 Grammar & Punctuation



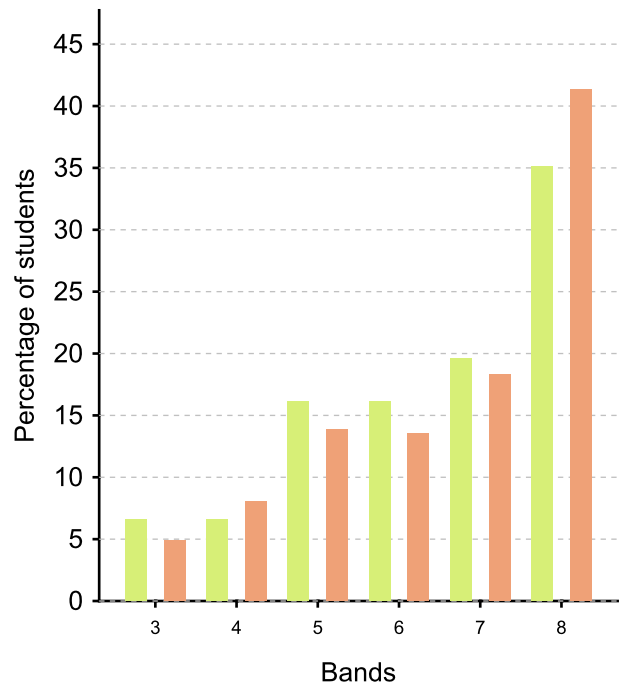
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



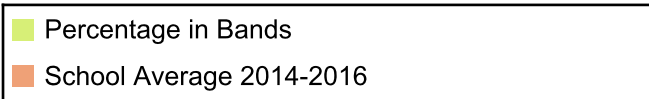
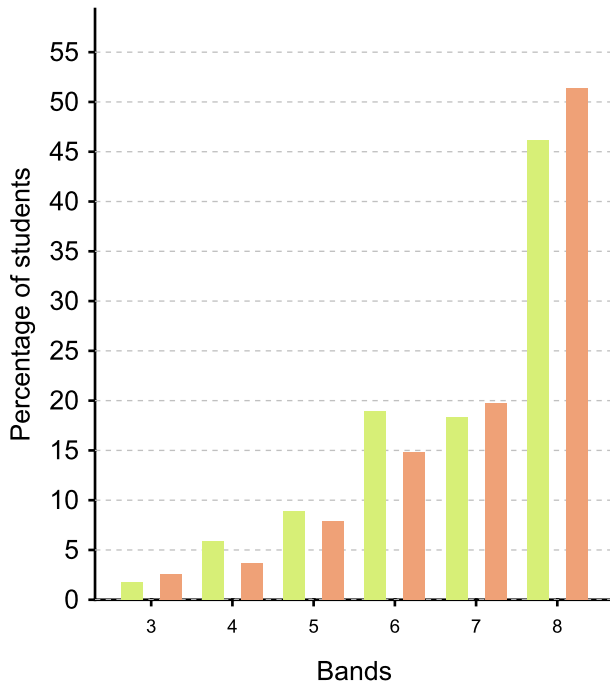
Percentage in bands:
Year 5 Reading



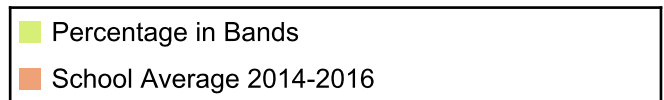
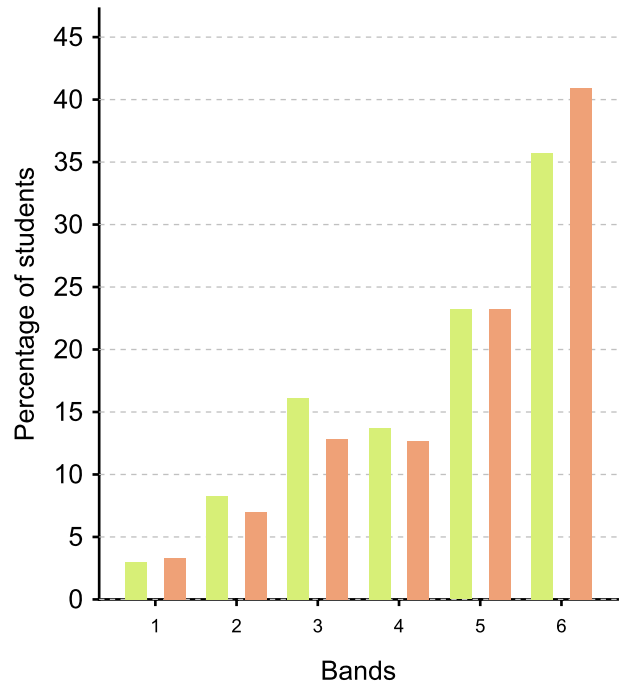
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

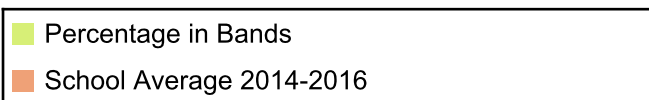
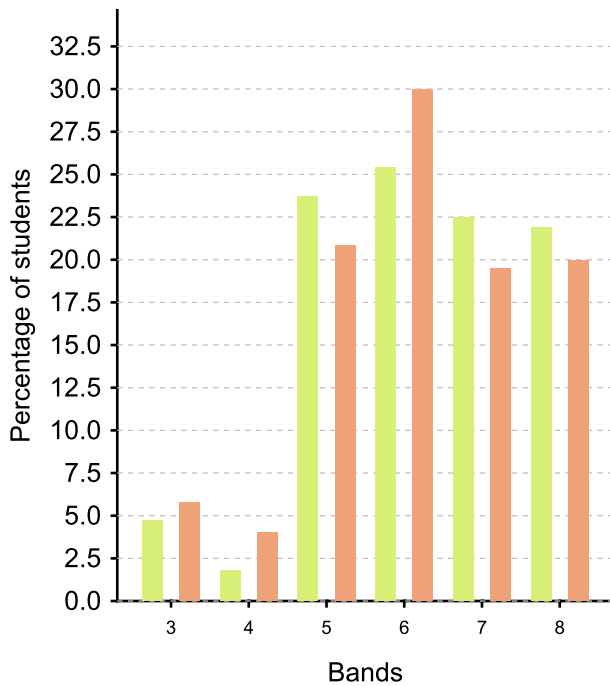
Percentage in bands:
Year 5 Spelling



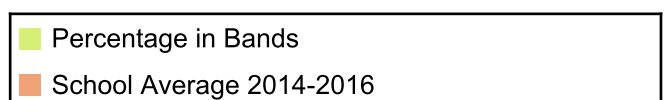
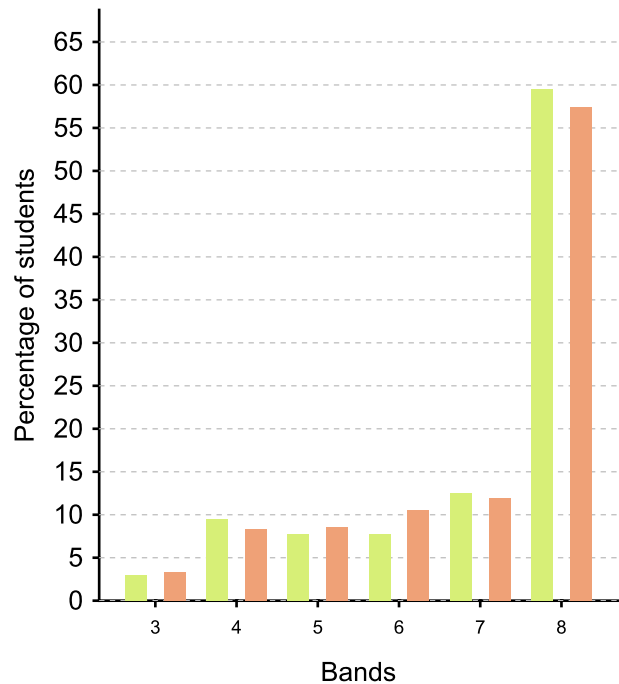
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Hurstville Public School students continue to excel in numeracy. In 2016:

- 76.8% of Year 5 students achieved greater than expected value added growth in numeracy;
- 35.7% of Year 3 students achieved Band 6 in numeracy.

Premier's Priorities: Students at the school currently achieving in the top two bands for NAPLAN Reading

Year 3: 61.9%

Year 5: 54.8%

Premier's Priorities: Students at the school currently achieving in the top two bands for NAPLAN Numeracy:

Year 3: 58.9%

Year 5: 72%



Parent/caregiver, student, teacher satisfaction

Tell Them From Me Student Survey

Students from Years 4, 5 and 6 participated in the Tell Them From Me survey. Analysis of the survey provided us with baseline data to inform programs in 2016 and beyond. The Tell Them From Me Student Survey was completed by 405 students. The survey showed that students at Hurstville Public School, when compared to the NSW survey norms, have higher rates of positive school behaviour and participation in extracurricular activities. They also generally feel they have positive relationships and friends who can be trusted and who encourage them to make positive choices. Levels of bullying have dropped compared to the previous year with 33% of students feeling they were victims of bullying. The NSW Government norm and 2015 school results were both 36%. The Positive Behaviour for Learning team will continue to focus on anti-bullying strategies in 2017.

Student Wellbeing Parent Survey

The Student Wellbeing survey was completed by 86 parents from a range of grades. Results from this survey indicated the following:

99% of parents were aware of our school expectation that students are respectful, responsible learners.

75% of parents knew something about Positive Behaviour for Learning (PBL). We will continue to raise awareness of this program in 2017.

93% of parents found our Values in Actions awards to be effective.

93% of parents identified the classroom teacher as someone they could talk to if their child was being bullied and 87% were confident that the school would deal with issues of bullying. More consistent

procedures for dealing with bullying incidents at school have been developed for implementation in 2017.

In 2016, the school implemented resilience programs for students including Bounce Back, Personal Development programs and Max the Mind. 91% of parents found these programs to be effective in building the resilience of their child/ren.

Focus on Learning Teacher Survey

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which complements the Tell Them From Me student engagement survey. The survey provided the school leadership team with insights into school and classroom effectiveness from the perspective of teachers. The teacher survey asked questions related to the following drivers of student outcomes: leadership, teacher collaboration, the learning culture in classrooms, teaching strategies, classroom technology, setting challenging and visible learning goals for students, planned learning opportunities, quality feedback for students, the use of data to inform practice, parent carer involvement and helping students to overcome obstacles in learning.

Scores have been converted to a 10 point scale. A score of zero indicates strong disagreement and 10 indicates strong agreement, 5 is a neutral position (neither agree or disagree). 66 teachers responded to the survey. The responses have been considered when planning for 2017 and beyond.

Learning Culture, Teaching Strategies and Inclusive School were the domains that teachers rated the strongest scoring 8 or above. There was a strong belief by teachers that they:

- discuss the learning goals for the lesson (8)
- monitor the progress of individual students (8.7)
- are effective in working with students who have behaviour problems (8.1)
- set high expectations for student learning (8.5)
- link new concepts to previously mastered skills and knowledge (8.7)
- believe students are clear about learning expectations (8.1)
- use two or more teaching strategies in most lessons (8.5)
- are regularly available to help student with special learning needs (8.1)
- understand the learning needs of students with special learning needs (8.6)
- establish clear expectations for classroom behaviour (9.1)
- ensure students with special learning needs receive meaningful feedback on their work (8.1)
- make an effort to include students with special learning needs in class activities (8.6) and
- create opportunities for success for students learning at a slower pace (8.2).

The domain which showed the most room for growth was technology which resulted in an overall score of 6.7. Specifically teachers indicated that:

- they use computers or other interactive technology to give students immediate feedback

on their learning (5.6)

- students use computers or other interactive technology to track progress towards their goals (5.2).

In the Technology domain, teachers indicated strongly that they:

- help students use computers or other interactive technology to undertake research (7.9).

There was evidence that school leaders need to observe teachers teaching more frequently. This is being addressed in 2017 through a model of instructional leadership where Assistant Principals are released from having their own class so they can work collaboratively in classrooms with teachers in the area of Future Focused Learning.



Policy requirements

Aboriginal education

In 2016, teachers undertook professional learning in the new History and Geography syllabus documents. Teachers examined the way Aboriginal and Torres Strait Islander histories and cultures are embedded into teaching and learning activities. This was supported through the professional learning by a member of our school executive team who is part of the Georges River Aboriginal Education Community of Schools.

Staff and students at Hurstville Public School follow Welcome to and Acknowledgement of Country Guidelines and Protocols for NSW Public Schools.

As part of our commitment to showing respect to Aboriginal communities, our students and teachers learnt a song in Dharawal – the traditional language of the the original people of the area of Sydney in which our school is located. This song has been incorporated into the National Anthem as the second verse and is sung at at our school assemblies.



Multicultural and anti-racism education

Research indicates that the stronger a child's ethnic identity, or attachment to their family's culture, the better the academic outcomes. With 95.4% of the Hurstville Public School student population coming from 47 different language backgrounds, we celebrate the diverse backgrounds of our students and their families.

Students participated in learning to reinforce the importance of inclusiveness and to embrace the theme for Harmony Day "our diversity is our strength" by parading in costumes which represented their culture. All students engaged in learning which promotes and acknowledges tolerance, acceptance and respect for all through well-being programs such as Bounce Back and Values in Action.

An additional teacher trained as an ARCO (Anti-Racism Contact Officer) this year. Class programs incorporated Multiculturalism as a cross-curricular perspective.

The school Languages program was expanded to provide Chinese Community language through the K–6 Community Languages Program to 754 Chinese background speakers from Kindergarten to Year Six. All Kindergarten to Year 4 non-Chinese background students were able to access a language program in Chinese or Spanish, and a Greek language program was implemented in some Stage 3 classes. Through the K–6 Community Languages Program, 126 non-Chinese background students were able to access the Chinese Community Language program. A Languages Open Day was organised for parents and the wider community to attend in order to observe the languages program in action. Interpreters were offered for all parents and community members, if required, at interviews and parent information sessions. A total of 132 families (12%) accessed our interpreter-supported interviews in Term One.

Other school programs

Bring Your Own Device (BYOD)

In 2016 there was a successful expansion of the Bring Your Own Device (BYOD) program to include all Year 6 students. 2016 has seen an overall uptake of 97% of students bringing an iPad to school and 100% of students feeling that BYOD has had a positive impact

on their learning. Staff participated in extensive professional development and were able to incorporate the technology across all Learning Areas with a focus on 21st century learning and the 4 C's of Collaboration, Communication, Critical Thinking and Creativity. In 2017, the program shall be expanded further to incorporate all Stage 3 classes.

Hurstville Public School Showcase

Students at Hurstville Public School were provided with increased opportunities to become involved in a wide variety of extra-curricular activities that supported our school vision of students becoming well-rounded, confident and resilient young people.

In 2016, Hurstville Public School continued tradition and held a Performing Arts Showcase at Marana Auditorium. This concert showcased the talents of over 500 students from 28 groups across K-6, including band, choir, dance and performance groups. The showcase concert was the culmination of the students' hard work and dedication throughout the year. Over 875 members from the community attended the evening performance and provided extremely positive feedback about the standard of performances.