

# Hurstville South Public School

## Annual Report



Hurstville South PS

2198

## Introduction

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

Michelle Shelton

Principal

## School contact details

Hurstville South Public School

Maher St

Hurstville, 2220

[www.hurstvills-p.schools.nsw.edu.au](http://www.hurstvills-p.schools.nsw.edu.au)

[hurstvills-p.School@det.nsw.edu.au](mailto:hurstvills-p.School@det.nsw.edu.au)

9580 2695

## School background

### School vision statement

A school of excellence; a place where all students will reach their potential, where all are welcomed, respected and valued. Together we will nurture and support a successful, innovative and positive culture that enables all to flourish. All stakeholders share a responsibility for success, high expectations and of life-long learning.

### School context

In 2015, Hurstville South Public School will celebrates one hundred years of exemplary community service. As a microcosm of modern Australia, it has reflected the demographic and social changes that have value-added to the broad Australian society over the course of those 100 years. Our school has played its part in firmly establishing Hurstville South as an innovative and dynamic leader in education.

Currently the school has five hundred students of diverse socio-economic and cultural backgrounds brought together to work and learn in an environment of respect, trust, empathy and endeavour just as the first Australian, the Bidjigal people would have lived and learnt for centuries before.

With 86% of the school population from a Language Background Other Than English, 53% are of Chinese background and trending upwards. Attendance rates are amongst the highest in the state.

The school consistently achieves outstanding academic outcomes and offers families a wide range of extra-curricular programs.

A large number of our students live in high rise residential areas and as such the school has a Healthy Active Lifestyles Program as one of its main focal points resulting in a P&C/school collaboratively funded school playground upgrade, a healthy canteen, variety of sports programs both competitive and skill building, swimming and safety awareness and class fitness sessions.

The school also has an extensive performing arts program that enable students from Year One to Year Six to participate in dance, choir and band on a weekly basis. The school enjoys wonderful support from the school community in implementing these programs.

# 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.

In the domain of learning, Hurstville South Public School is most clearly described as delivering on the School Excellence Framework. In the learning element of student performance, our high growth scores in NAPLAN lend us to be described more clearly as sustaining and growing. For example: in 2016 74% of students were in the top two bands in Grammar and Punctuation in Year 3. The % of students in the middle two bands had reduced to 23.3% of students. This leaves only 2.8% of students in the bottom two bands.

81.8% of Year 5 students made greater than or equal to expected growth in Numeracy in 2016 whilst only 58.1% of students were able to achieve this in 2012. In 2012 Yr 5 numeracy results were 28.8 above state (all students) and in 2016 Numeracy results were 68.8 above state (all students). These results show a pleasing upward trend. This numeracy growth has been achieved by extensive professional learning for all staff in TEN (Targeting Early Numeracy), TOWN (Taking Off With Numeracy) and targeting teaching to meet the specific learning needs of students.

Our school has built positive, respectful relationships between staff, students and parents through well delivered programs such as Peer Support, White Ribbon Day and the SOS (Supporting Our Students) program. During 2017 executive staff will be working to further develop procedures in using evidence of student performance to inform teaching and learning programs. This will be demonstrated through increasing numbers of staff using PLAN data in literacy and numeracy and teaching and learning programs showing evidence of continual adjustment to suit the needs of students.

The teaching domain is linked to our Student Excellence and School Excellence strategic directions. All teachers have worked hard to develop professional learning goals as part of the Performance and Development Plan. Quality Teaching Supporting Students staffing allocation was used to facilitate teachers working in pairs to jointly construct lesson plans for a lesson study approach in Mathematics and Music. Teachers provided and received feedback from their peers and school leaders to improve their teaching practice. This has resulted in staff who are actively engaged in planning their own professional learning.

During 2017 our focus will be on the teaching element Learning and Development. The aim is to develop effective professional learning for induction, leadership preparation and leadership development.

In the leading domain Hurstville South Public School is best described as delivering on the School Excellence Framework. The school's financial and physical resources are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. The school plans to work towards building links with a local university and with other local schools to further improve educational opportunities for staff and students.

Our school offered students, parents and staff the opportunity to formally give feedback to the school via an annual survey. Feedback was also obtained during P&C meetings and informally through discussions with parents and the Student Representative Council. This will be expanded in 2017 to include the Tell Them From Me survey for parents, staff and students which is developed by The Learning Bar.

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

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

### Student Excellence

#### Purpose

To develop approaches which build the capabilities of all students to ensure they are involved in identifying their own learning goals, celebrating success, monitoring their own achievement and develop the skills which will help them to succeed at, and beyond our school.

#### Overall summary of progress

Hurstville South Public School students have been involved in engaging literacy based events to provide extension opportunities and increase engagement in learning. Premiers Spelling Bee, Premiers Debating Challenge, Multicultural Public Speaking Competition and the Georges River Network Public Speaking competition have provided students with opportunities to demonstrate literacy skills. Students needing additional support in literacy have been supported by class teachers, English as an Additional Language/ Dialect (EaLD) teachers and our Learning and support teacher (LaST).

An increasing number of students have been encouraged to reflect on their own learning through their Mathematics reflection journals. Teaching and Learning programs have been designed to give students opportunities to work collaboratively and develop problem solving skills within small groups. Increasingly, differentiation is a feature in classrooms where students are working at a level that best suits their needs. All stages have worked on teaching Primary Connections Science units and this is consistent with our purpose in this strategic direction. This has involved students and teachers collaboratively developing learning intentions so that learning goals are clearly outlined. Students develop science skills in questioning, predicting, conducting investigations, processing, analysing, and reflection. Students are also encouraged to monitor their own achievements through Science journal reflections which are written in accordance with Working Scientifically and Working Technologically as outlined in the syllabus.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources)   |
|---|--|---|
| 10% lift in performance across literacy and numeracy targets for all students.                            | <ul style="list-style-type: none"><li>• NAPLAN results are strong and showing strong growth across most areas.</li><li>• NAPLAN results in Language Conventions, Reading, Writing and Numeracy are all well above state average.</li><li>• Reading continues to be above state average but will be a focus for further growth in 2017.</li></ul> | Focus of Stage meetings and staff meetings.                                 |
| 100% of staff clearly understand and implement the strategies designed through the TEN and TOWN programs. | <ul style="list-style-type: none"><li>• Staff completed Professional Learning in TEN and TOWN.</li><li>• Peer to peer observations were made using funding from Quality Teaching Support Students (QTSS) funding during numeracy teaching drawing on knowledge of TEN and TOWN for programming.</li></ul>  | Staffing allocation used<br>0.18 Semester 1<br>0.36 Semester 2              |
| 100% students requiring targeted support will have individual learning plans.                             | <ul style="list-style-type: none"><li>• Learning Support Team (LST) coordinated the development of targeted programs to support students with high learning needs.</li><li>• Teaching and learning activities demonstrate increasing signs of differentiation.</li></ul>   | Focus of Stage meetings, staff meetings and Learning Support Team meetings. |

#### Next Steps

- Students will be given opportunities to use a wider range of technology including devices and applications.
- Measure student progress through PLAN data with increasing consistency across the school.
- Collaboratively review and teach differentiated units of work in Science that utilise inquiry based learning.
- Develop an updated odd and even year stage based Science scope and sequence.

## Strategic Direction 2

### School Excellence

#### Purpose

To inspire and create excellence in teaching and learning to provide positive, personalised and differentiated experiences through focused professional development. All students will achieve success and become confident 21 century citizens.

#### Overall summary of progress

During 2016 staff completed professional learning in grammar which included examining SMART data to determine specific areas for improvement. Teachers designed and implemented a detailed scope and sequence for grammar. Reading resources have been updated and digital comprehension activities have been saved on the server. In Mathematics students are achieving improvement in outcomes through differentiated learning experiences. Students have also developed communication and reasoning skills through increased implementation of problem solving activities in mathematics programs. In Science teachers have designed learning opportunities that involve inquiry based learning, problem solving, technological design and self-reflection. Teachers are using these techniques to help students become confident 21st century learners.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)  |
|--|--|--|
| <ul style="list-style-type: none"><li>• 100% of staff engaged in quality literacy, numeracy and Language/culture professional development and reaching professional goals that are tailored to meet the needs of students within the school.</li></ul> | <ul style="list-style-type: none"><li>• Professional Learning completed on grammar and Scope and Sequence developed and implemented.</li><li>• New staff participate in professional learning in TEN and TOWN as required.</li></ul> | \$1000 from Literacy and numeracy funding  |
| <ul style="list-style-type: none"><li>• 100% of teachers using Best Start and Plan data to monitor and track students to guide programming.</li></ul>  | <ul style="list-style-type: none"><li>• 100% of Kindergarten teachers used Best Start and an increased % of teachers using PLAN data.</li></ul>  | \$0 – Stage meeting time used for Professional Learning  |
| <ul style="list-style-type: none"><li>• 20% of students achieving improved writing benchmarks across K–6 through our strategic plan.</li></ul>   | Year 3 demonstrated a good increase in writing in the 2016 NAPLAN. Overall increase from trend data (2012) + 28.1 = 6.5%.  | Staff meeting time used for Professional learning.<br><br>Literacy and Numeracy funding used to purchase updated resources. \$8300 |
| 100% of teachers developing and delivering differentiated learning tasks, using formative assessment strategies, learning intentions and success criteria  | <ul style="list-style-type: none"><li>• Ongoing assessment in literacy and numeracy has been completed and teachers have implemented differentiated activities.</li></ul>  | \$0 – Stage meeting used for Professional Learning   |

#### Next Steps

- School leadership team will participate in professional learning to become Focus on Reading Trainers. This will allow the team to use an instructional leadership model to continue to improve student outcomes.
- Executive staff to track student data and discuss student progress in literacy and numeracy.
- Whole school participation in Focus on Reading Professional Learning during 2017 with an initial focus on the super six comprehension strategies to further improve reading results.
- New staff to be trained in Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) and results to be tracked by executive as required.

## Strategic Direction 3

### Community Excellence

#### Purpose

To continue to build strong respectful relationships between our school and community, enhance community engagement and enriching learning opportunities for all. Through reflective practices we will sustain and nurture our deep community and cultural partnerships.

#### Overall summary of progress

Parents participated in the inaugural SOS (Supporting our Students) training program to prepare them for working in classrooms and helping students.

Throughout the year our Mandarin Community Language Other Than English (CLOTE) team worked hard to establish stronger links with the Chinese community through our involvement in China Day and our Chinese dance group performed at the St George Performing Arts Festival. CLOTE students also performed for all K–6 students in Mandarin, with English subtitles, as a celebration of the Autumn Festival.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources)                    |
|---|--|--|
| • Four parent tutors trained by staff in literacy strategies and techniques and working within the school.          | 16 parent tutors trained through the SOS (Supporting Our Students) program in literacy strategies and techniques and working within the school.<br><br>This has exceeded expectations and this program will be expanded in 2017. | Low level Adjustment for disability<br><br>\$500 |
| • 95% of parents/carers and students are satisfied with the effectiveness of communication between school and home. | In a parent survey <b>over 90%</b> of parents strongly agreed or agreed that written information from the school is in clear, plain language.<br><br>School survey was offered to parents in English and Mandarin.               | \$0  |
| • 25% increase in parents and community attending 'Share the School Seminars' for school planning.                  | High participation of parents at Student Led Conferences, Kindergarten Transition and Film By The Sea evening.<br><br>Increasing the % of parents involved in school planning will be a focus in 2017.                           | \$0  |

#### Next Steps

Train an increasing number of parents in our SOS (Supporting Our Students) program and provide learning support to a growing number of students in our school.

Build strong links with Western Sydney University through the Classroom Without Borders program. This will be a focus for our Learning and Support Teacher and will involve pre – service teachers delivering a Mathematics intervention program to target a group of students who need support.

Form a team to work with a graphic designer to develop a consistent communication strategy that involves updating school logo, school letterhead, newsletter format and the school website.

The school leadership team and the P & C executive will develop a series of consultation opportunities with members of the community, parents, staff and students to review the progress on School Plan and develop the 2018 – 2020 School Plan for Hurstville South Public School.

| Key Initiatives                                     | Impact achieved this year   | Resources (annual)  |
|---|---|---|
| <b>Aboriginal background loading</b>                | <p>All students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums.</p> <p>A School Learning Support Officer (SLSO) was engaged to support each student.</p> <p>Meetings were conducted with parents/carers, support agencies, Learning and Support Teacher and Classroom Teacher to review the ILP and plan further support.</p>   | \$2,275   |
| <b>English language proficiency</b>                 | <p>Two fulltime EAL/D teachers worked across the school to provide a well targeted and effective program for all EAL/D students.</p> <p>EAL/D students were assessed on the EAL/D progressions. Programs to support students were developed in collaboration with class teachers.</p>   | 229,039   |
| <b>Low level adjustment for disability</b>          | <p>Three teachers attended Professional Learning to target supporting students with a language delay.</p> <p>12 staff members completed Understanding Autism Spectrum Disorders and Understanding Personalised Learning and Support professional learning.</p> <p>80% of students with low level support needs have increased their engagement in the classroom and the others have been referred for further support. Of these students 85% moved to higher clusters on the literacy and numeracy continuums with 60% now achieving age expected outcomes.</p> <p>The school's learning and support team processes have been enhanced with a focus on supporting teachers in personalising learning.</p> <p>National Consistent Collection of Data (NCCD) engaged teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p> <p>In a school based survey, 80% of students reported that their learning needs were being met. This is a 10% increase from last year's survey.</p> | \$26,082  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <p>Created collaborative practices which allowed teachers to jointly plan and observe each other's lessons.</p> <p>All teachers received support with accreditation processes and the new Performance and Development Framework within their stage teams.</p>   | <p>Staffing allocation used</p> <p>0.18 Semester 1</p> <p>0.36 Semester 2</p> |
| <b>Socio-economic background</b>                    | <p>Members of the school leadership team completed coaching training and practice discussions with stage teams for Professional Development Framework purposes.</p>   | \$18,139  |

|   |   |   |
|---|---|---|
| <b>Socio-economic background</b>                              | All feedback from community, staff and students (surveys, regular feedback, number of community members requesting community liaison officer for information) attests to the positive relationships built through the role of the community liaison officer.  | \$18,139  |
| <b>Support for beginning teachers</b>                         | <p>Our two beginning teachers were released from class for two hours each week.</p> <p>Mentoring and coaching sessions with their team leaders, lesson observations, professional learning on classroom management, student engagement and looking closely at the Maths and English curriculum.</p> <p>Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation.</p> | \$34,916  |
| <b>Targeted student support for refugees and new arrivals</b> | Newly arrived students participated in an intensive New Arrivals Program designed and taught by the EAL/D teachers. This included a withdrawal program and additional resources being supplied to classroom teachers to provide basic English language acquisition.   | Additional staffing of<br>2 days per week in 2016 |





## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2013       | 2014 | 2015 | 2016 |
| Boys     | 214        | 251  | 249  | 243  |
| Girls    | 214        | 230  | 242  | 254  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 96.7 | 96.4 | 94.6 | 93.3 |
| 1         | 96.4 | 95.5 | 93.7 | 95.9 |
| 2         | 96.3 | 95.7 | 97   | 94.6 |
| 3         | 96.5 | 95.7 | 93.8 | 96   |
| 4         | 95.7 | 96.3 | 95.5 | 96.1 |
| 5         | 95.9 | 95.7 | 97   | 97   |
| 6         | 95.5 | 95   | 94.3 | 94.8 |
| All Years | 96.2 | 95.7 | 95.1 | 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   |

Student attendance rate remains above the Department of Education state average at Hurstville South Public School.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 19.64 |
| Teacher of Reading Recovery           | 0.42  |
| Learning and Support Teacher(s)       | 0.6   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 2     |
| School Administration & Support Staff | 3.38  |
| Other Positions                       | 0.18  |

The Australian Education regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no Aboriginal members of staff at Hurstville South Public School.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 73         |
| Postgraduate degree             | 27         |

### Professional learning and teacher accreditation

Research states that teacher quality is the single largest indicator of student success. This supports the importance of high quality professional learning for all staff. During 2016 professional learning was facilitated through staff development day, staff meetings, stage meetings, online courses and face to face training. Areas covered included creative and critical thinking, Personalised Learning and support training, Chinese Teacher Language conference and disability standards.

## 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                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>239 393.24</b> |
| Global funds                   | 346 290.58        |
| Tied funds                     | 299 060.03        |
| School & community sources     | 225 840.68        |
| Interest                       | 5 634.92          |
| Trust receipts                 | 6 443.55          |
| Canteen                        | 0.00              |
| Total income                   | 1 122 663.27      |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 37 404.51         |
| Excursions                     | 19 042.63         |
| Extracurricular dissections    | 92 686.20         |
| Library                        | 5 469.74          |
| Training & development         | 5 700.40          |
| Tied funds                     | 189 406.50        |
| Short term relief              | 78 570.58         |
| Administration & office        | 110 484.97        |
| School-operated canteen        | 0.00              |
| Utilities                      | 53 231.15         |
| Maintenance                    | 52 641.65         |
| Trust accounts                 | 6 538.50          |
| Capital programs               | 11 970.18         |
| Total expenditure              | 663 147.01        |
| <b>Balance carried forward</b> | <b>459 516.17</b> |

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 478 197.72              |
| (2a) Appropriation                    | 469 273.20              |
| (2b) Sale of Goods and Services       | 2 384.00                |
| (2c) Grants and Contributions         | 6 210.20                |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 330.32                  |
| <b>Expenses</b>                       | -147 575.68             |
| Recurrent Expenses                    | -147 575.68             |
| (3a) Employee Related                 | -108 277.42             |
| (3b) Operating Expenses               | -39 298.26              |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 330 622.04              |
| <b>Balance Carried Forward</b>        | 330 622.04              |

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.

Hurstville South Public School has a finance committee that meets as required to make decisions regarding how to spend school funds and this is compliant with financial policy requirements.

2016 shows a higher than usual balance brought forward because we have saved some funds for building refurbishments and projects which will occur during 2017.

Further details concerning the financial statement can be obtained by contacting the school.

### Financial summary equity funding

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

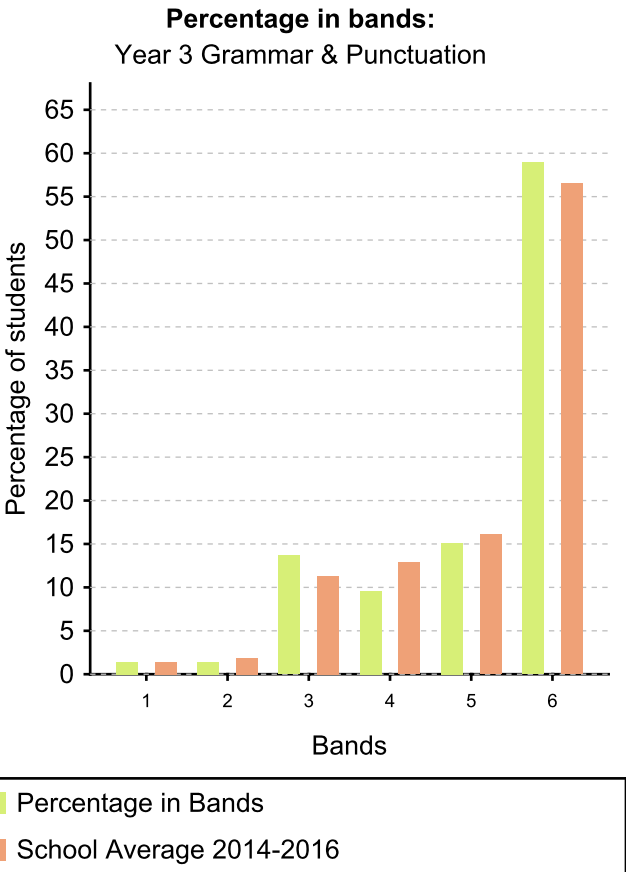
|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3 131 613.44            |
| Base Per Capita       | 26 654.32               |
| Base Location         | 0.00                    |
| Other Base            | 3 104 959.12            |
| <b>Equity Total</b>   | 336 749.31              |
| Equity Aboriginal     | 2 275.73                |
| Equity Socio economic | 18 139.68               |
| Equity Language       | 229 039.37              |
| Equity Disability     | 87 294.53               |
| <b>Targeted Total</b> | 87 900.01               |
| <b>Other Total</b>    | 269 227.29              |
| <b>Grand Total</b>    | 3 825 490.05            |

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.

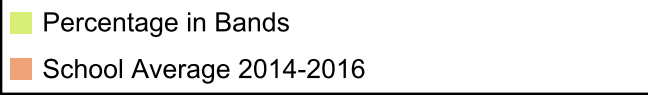
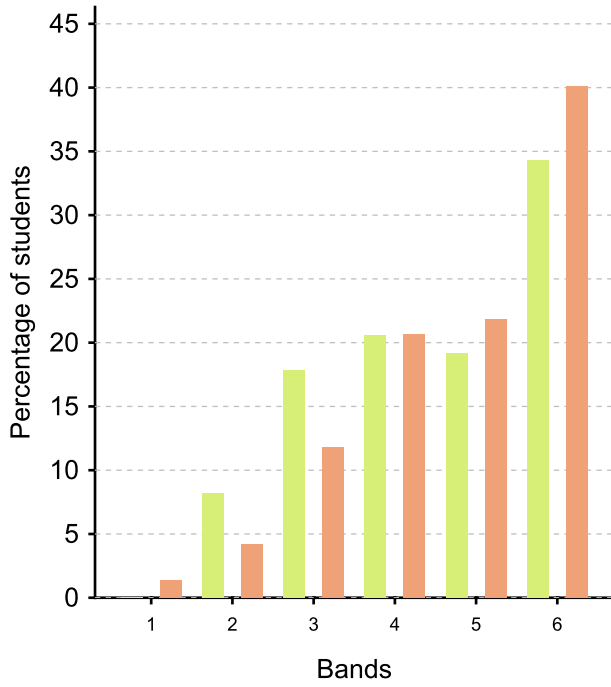
## School performance

### NAPLAN

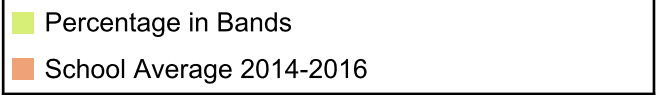
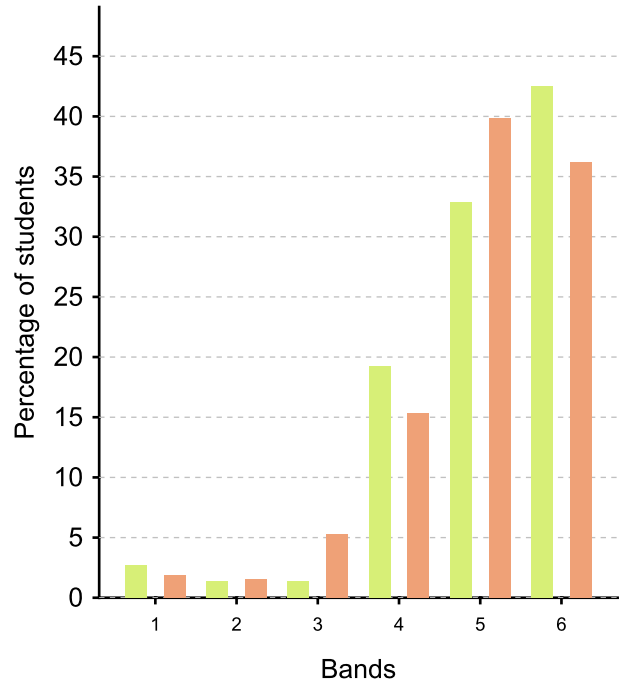
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



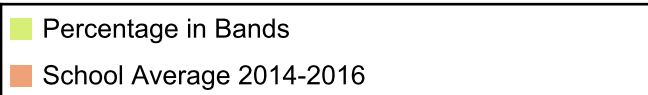
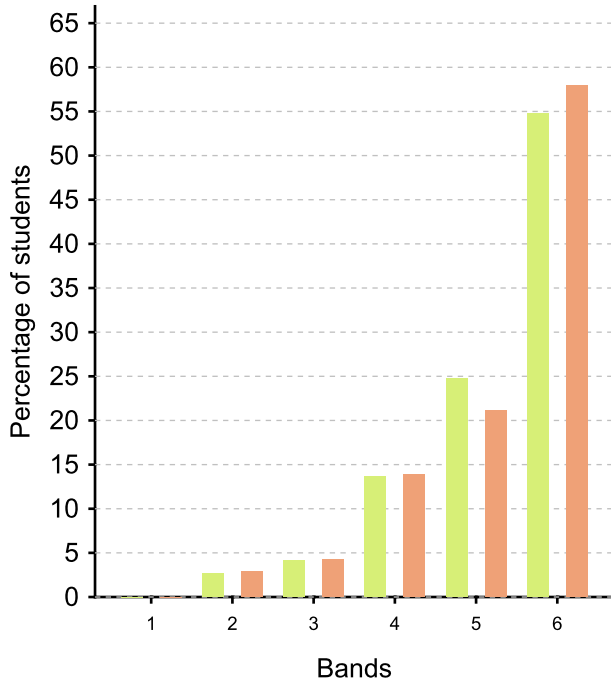
**Percentage in bands:**  
Year 3 Reading



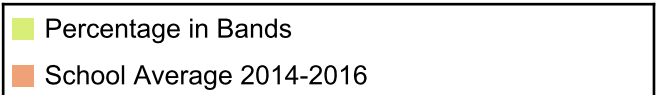
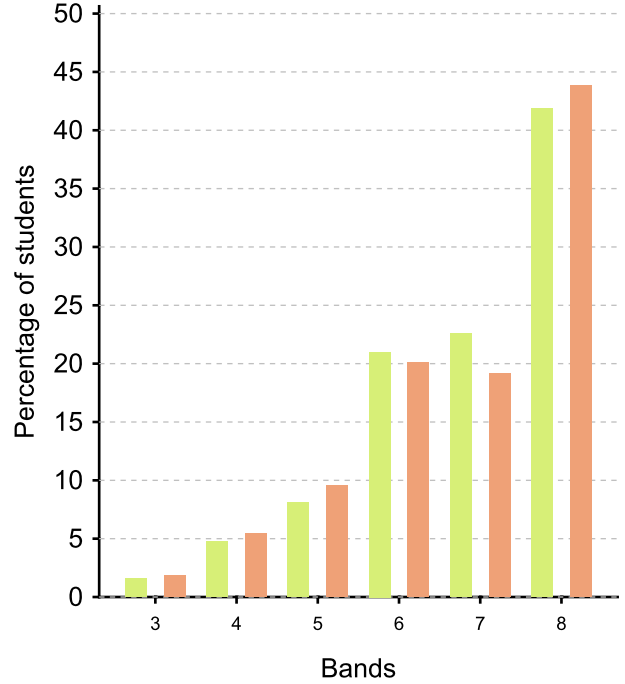
**Percentage in bands:**  
Year 3 Writing



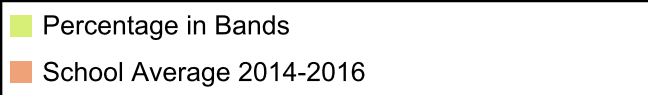
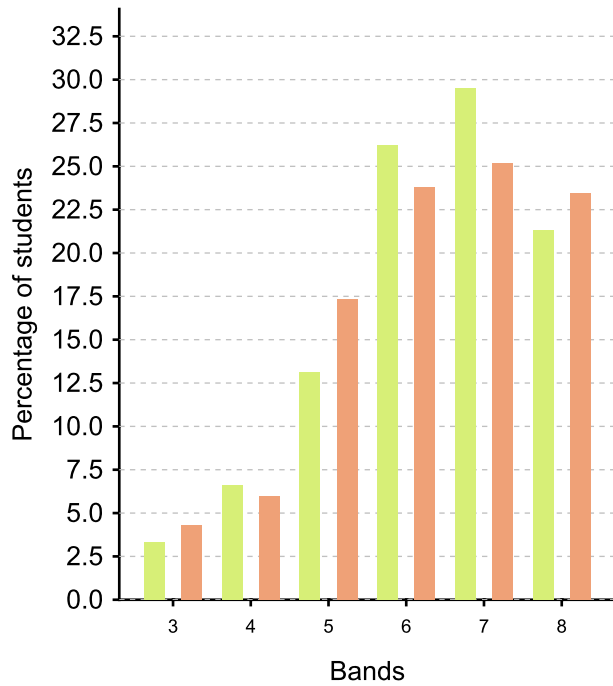
**Percentage in bands:**  
Year 3 Spelling



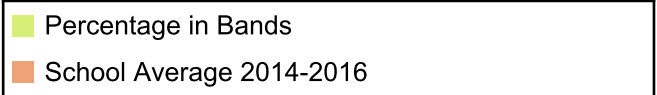
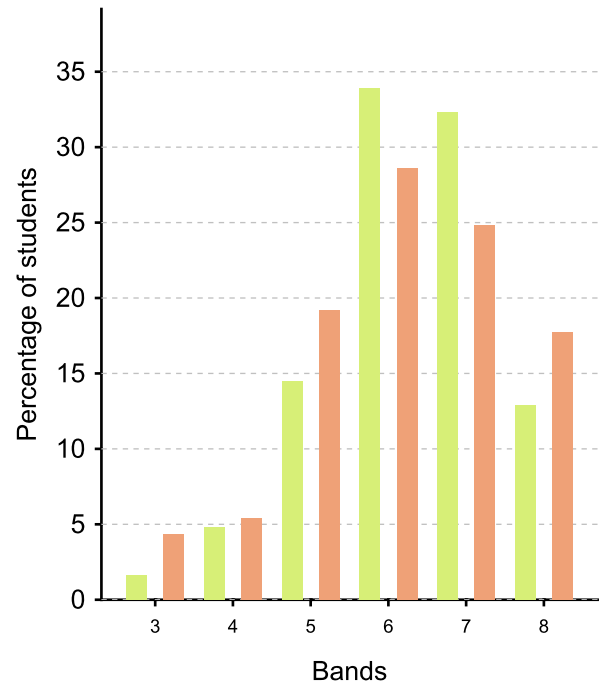
**Percentage in bands:**  
Year 5 Grammar & Punctuation



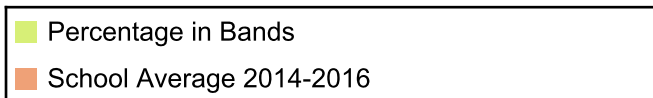
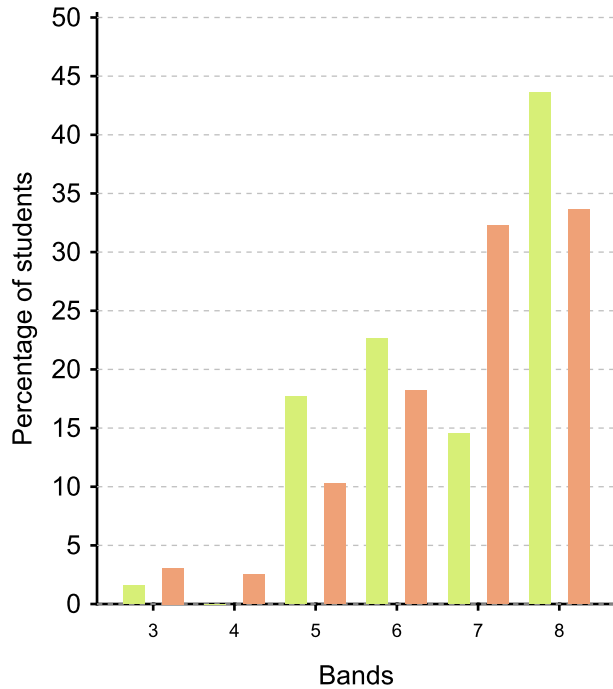
**Percentage in bands:**  
Year 5 Reading



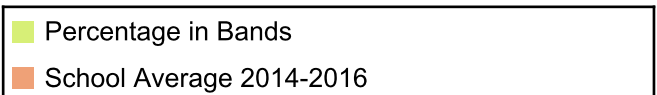
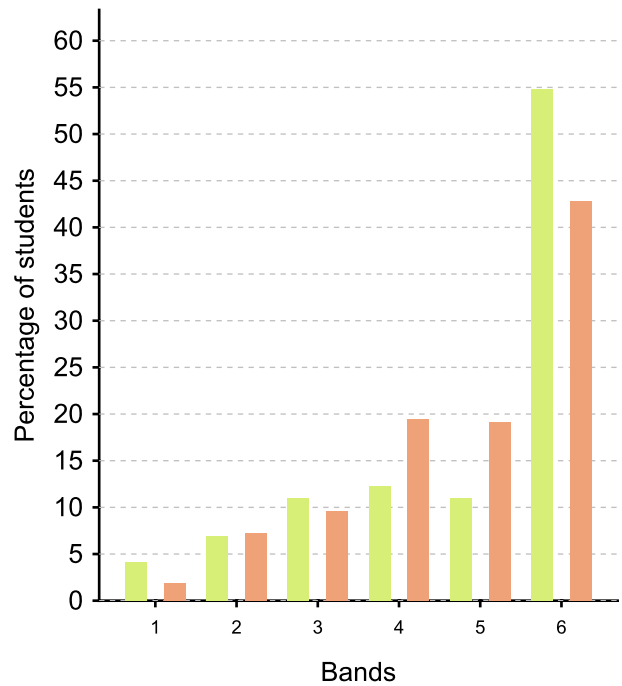
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

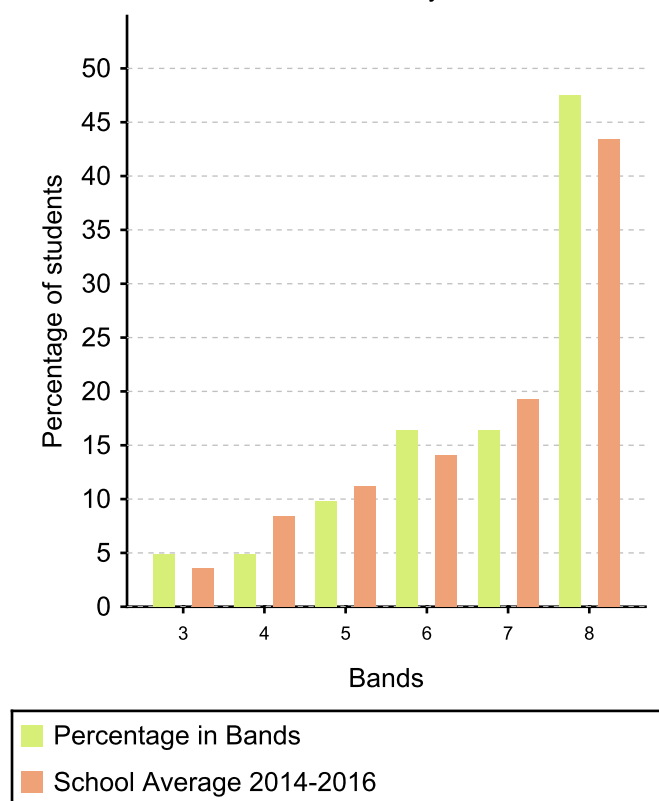


**Percentage in bands:**  
Year 3 Numeracy





**Percentage in bands:**  
Year 5 Numeracy



### Literacy

- In 2016 74% of students were in the top two bands in Grammar and Punctuation in Year 3. The % of students in the middle two bands had reduced to 23.3% of students. This leaves only 2.8% of students in the bottom two bands.
- In 2016 64.5% were in the top two bands in Yr 5 Language Conventions. 29.1% of students were in the middle two bands. 6.4 % were in the bottom two bands and 75% of students made greater than or equal to expected growth in 2016 whilst only 60.5% of students were able to achieve this in 2012.
- A targeted program to improve grammar and punctuation at Hurstville South Public School has included a focus on teacher professional learning, closely linking teaching and learning programs to the NSW syllabus for the Australian curriculum and developing scope and sequences in Grammar and Punctuation to raise teacher expectations in this area.
- Our trend data in literacy shows a clear improvement from 2012 to 2016.

### Numeracy

- In 2012 53.9% of students were in the top two bands in Numeracy in Year 3. An additional 38.4% of students were in the middle two bands. In 2016 65.8% of students were in the top two bands in Numeracy in Year 3. The % of students in the middle two bands had reduced to 23.3% of students.
- In 2012 42.3% of students were in the top two bands in Yr 5 numeracy. 50% of students were in the middle two bands. 7.7 % were in the bottom two bands. In 2016 63.9% were in the top two bands in Yr 5 numeracy. 26.2% of students were

in the middle two bands. 9.8 % were in the bottom two bands. A great improvement.

- 81.8% of students made greater than or equal to expected growth in 2016 whilst only 58.1% of students were able to achieve this in 2012.
- There results show a pleasing upward trend. This numeracy growth has been achieved by extensive Professional Learning for all staff in TEN (Targeting Early Numeracy), TOWN (Taking Off With Numeracy) and targeting teaching to meet the specific learning needs of students.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinion of parents, students and teachers about the school using the survey tool 'Survey Monkey'. The survey was provided to the parents in both English and Mandarin.

Eighty- four parents responded to the survey in 2016 with 14 of these being submitted in Mandarin. The survey provides highlights based on parent/carer responses.

- 92% of parents feel welcome at the school.
- 96% of parents believe that lines of communication between home and school are very good.
- 84% of parents feel that teachers have high expectations and expect their child to work hard at school.
- 95% of parents feel that their child feels safe and enjoys attending school.
- 88% of parents believe that teachers help to develop positive student relationships.

One hundred students in Years 4, 5 and 6 completed a survey in November. The student survey asked students 10 questions based on their learning, classroom and school environment. The survey report provides highlights based on student responses.

- 95% of students feel that their school is a place where they feel happy and enjoy attending each day.
- 96% of students see what they are taught at school as being valuable.
- 93% of students feel they interact positively with their peers and have strong friendships at school.
- 87% of students had positive teacher relations and felt they were treated fairly by their teachers.

Staff completed the Survey Monkey survey and the key responses are outlined below:

- Teachers give their colleagues helpful feedback about their teaching through Performance Development Plan (PDP) observations.
- Teachers work with school leaders to create a safe and orderly school environment.
- Teachers value working with colleagues in stage teams, and in general, teachers at Hurstville South Public School work well together to improve the school.

# Policy requirements

## Aboriginal education

Aboriginal Studies formed part of the Languages Program at Hurstville South Public School in 2016. It involved classes from each of the 4 stages of schooling, involving a one semester program of two hours per week.

Students were introduced and exposed to aspects of Aboriginal culture and encouraged to appreciate the important role that this culture has within Australian society. Students undertake teaching and learning activities involving Aboriginal Dreamtime stories, languages, visual arts, dance and music. They also researched native plants and animals and the differing landscapes within the Australian environment.

In addition students learnt about Aboriginal history and the traditional life that Aboriginal people once led. They are encouraged to understand and celebrate the importance of Aboriginal culture and its care of the land to both Aboriginal and Non Aboriginal society and community life within Australia.

## Multicultural and anti-racism education

Hurstville South Public School is proud of its diverse multicultural community. 85% of the school is from a language other than English, with 34 different language backgrounds being represented within the school. We promote tolerance and acceptance of other cultures through our whole school Values Education Program.

In 2017 we expanded our languages program to include all students from kindergarten to year six in participating in Chinese language classes with various levels of differentiation to cater for all student levels.

Multicultural education is promoted through teaching and other events throughout the school year. Harmony Day is celebrated by all students. They participate in class activities which encourage tolerance and acceptance in our diverse community.

Chinese Dance groups have been created to encourage all students to participate through the Creative and Performing Arts Program. Students then showcase these dance during various times in the year.

Multiculturalism is a cross curricular perspective incorporated into many subject areas. Our school has an explicit approach to anti-racism through our welfare policy and has a very harmonious school climate that embraces diversity.