

Georges River College Hurstville Boys Campus Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Georges River College Hurstville Boys Campus** 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.

Leanne Larcombe

Principal

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Message from the Principal

Georges River College Hurstville Boys Campus has a proud history spanning back to 1929. We have produced many successful Australians in academia, business, sport and politics. Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, responsibility and excellence are our core values and these underpin all aspects of school life. Great schools survive because they preserve what is best of their values and traditions while reinventing themselves to absorb changes and stay abreast of the ideals, dreams and aspirations of young people. Throughout the years, GRC Hurstville Boys Campus has done just that and is now the only public school in NSW which caters exclusively for boys in Years 7 – 10. This provides us with a unique opportunity to focus specifically on the educational needs of this age group and to guide our young boys along the path to becoming responsible, respectful and successful young men. GRC Hurstville Boys Campus encourages each of our students to be accountable for their individual actions. We seek to encourage participation, for our young men to be proactive and productive individuals and collaborative group members. We seek to develop young men committed to the principles of social justice, young men opposed to prejudice, dishonesty and injustice.

We have high expectations of our students, encouraging them to excel in whatever they do. We focus on excellence across all disciplines, curriculum areas and extra curricula pursuits. We expect our boys to excel, to do their personal best, whatever the endeavour. Our students are encouraged to excel in the performing and visual arts, across all academic subjects as well as on the sporting field. Personal excellence, at whatever level, is recognised, respected and celebrated. Academic excellence is a particular focus of the school and high achieving students are challenged, nurtured and extended to ensure their personal talents are fulfilled.

School background

School vision statement

Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, Responsibility and Excellence are our core values and these underpin all aspects of school life.

We aim to provide each student with a focused and energetic learning environment highly suited to the needs of boys and to deliver the best possible education with an emphasis on the needs of each individual.

We strive to provide quality teaching strategies to maximise the potential of our 21st Century learners.

School context

Georges River College Hurstville Boys Campus is the only public school in NSW that caters exclusively for boys in years 7–10.

It has an enrolment of 351 students, including 90% students from a non-English speaking background: a support unit catering for the needs of students with intellectual disability and Autism.

High quality learning programs which focus on literacy and numeracy, the increasing use of technology, quality middle year boys' education programs and a gifted and talented stream are features of the school. The school focuses on successful transition programs to prepare students for a seamless path to senior studies or school to work pathways. The school's staff is committed to effective student welfare programs, including the Positive Behaviour for Learning (PBL) initiative.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

This year our staff at Georges River College Hurstville Boys Campus have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was allocated, through staff, action team and executive meetings, to thoroughly examine the school plan to determine what elements of the School Excellence Framework (SEF) the plan most strongly addressed. Staff reflected on the progress made across the school based on the expectations identified in the School Excellence Framework. This provides an important overview to ensure our improvement efforts align with these high expectations.

In the domain of Learning there is demonstrated commitment within the school community to strengthen the learning culture and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Expectations of behaviour are explicitly taught in regular Positive Behaviour for Learning lessons. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Wellbeing programs such as Positive Behaviour for Learning, Use Another Word and Tough Guise have resulted in students relating to each other and the school community in a more effective manner. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. These have also resulted in the increased engagement of students in curriculum and learning. Curriculum provision meets community needs and expectations and provides equitable academic opportunities resulting in good value added outcomes for students.

In the domain of Teaching the school is excelling in the learning and development of staff. The school evaluates

professional learning activities to identify and systemically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve their performance and development. The school is recognised as expert in the provision of support to beginning and early career teachers. Teachers are sustaining and growing their effective classroom practice through the regular use of student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. The use of formative assessment practices and technology for learning: the importance of data analysis to inform decision-making: the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses: all highlight a teaching culture that is setting high student and teacher expectations. Our efforts have focused on building a culture of collaborative practice of staff through the use of reciprocal observations and 'Quality teaching Rounds'. Importantly, staff are developing their own evidence based practice through their reflections and evaluations of our collective work.

In the domain of Leading, Hurstville Boys Campus is self assessed as sustaining and growing. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice to build a strong foundation of leadership capacity across the school as we prepare for the retirement of some long term staff members. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans to build leadership density by providing opportunities for teaching staff to be teacher leaders. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

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

Quality Students

Purpose

To create productive citizens who are, critical thinkers and life-long learners, striving to achieve their personal best through engaging in meaningful and future focused learning experiences.

Overall summary of progress

The school wide professional learning program focused on developing teacher knowledge of literacy strategies and tracking student development using the 7–10 Literacy Continuum. This entailed the delivery of four teacher modules on Introducing the Literacy Continuum, Unpacking a Thread of Markers, Teaching Literacy in your KLA and Literacy and Assessment. During these modules, teachers engaged with the interactive continuum, developed resources that aligned with aspects of writing and analysed our school's NAPLAN data to determine our students' strengths and areas of need. Teachers implemented literacy strategies in their lessons, particularly following the modelled, guided and independent teaching model, and embedded KLA specific strategies in their programs. As part of the 'Literacy Project', Hurstville Essential Learning Program (HELP) lessons were developed for Years 7 and 8 students targeting comprehension (particularly making inferences) and language conventions, including spelling and punctuation. Furthermore, Year 8 students competed in a national literacy competition, Literacy Planet's Word Mania, as part of the HELP program. This was a free competition for schools involving a fun online game that challenged students to build as many words as they could in three minutes. Word building involved many different literacy skills including phonemes, morphemes, spelling, word recognition, vocabulary and word knowledge. Year 8 students were the Regional Winners for Participation in Rounds One and Two. They were also the Regional Winner for the competition.

The focus of the Numeracy Project was to identify areas of development for staff and students. Teachers completed a Numeracy Survey that revealed areas of professional learning needed at a staff level, including measurement, data and algebra. Furthermore, teachers identified numeracy skills in their KLA specific syllabus documents and implemented explicit teaching strategies. The Quality Students team analysed SMART data to develop engaging HELP lessons that focused on students' areas of need – space and geometry. Years 7 and 8 HELP lessons also targeted calculator and non-calculator skills. Furthermore, students participated in Manga High, an online program to help them with their learning of specific numeracy skills. This program provided students with instant feedback on their answers and allowed them to work towards levels of awards. As a result of a semester of HELP lessons, students showed improvement in NAPLAN based numeracy skills

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students at or above their cluster level in literacy. 100% of school programs include differentiated literacy strategies.	At the end of 2016, 75% of students are showing expected growth on the Literacy Continuum. 100% of KLA programs incorporate explicit literacy strategies, including the Super Six Comprehension Strategies and the interactive Literacy Continuum strategies such as Modelled, Guided and Independent teaching.	\$5,000 TPL
Student improvement is evident through students moving to the next band up in NAPLAN reading component.	NAPLAN data indicated that 66.2% of Year 9 students achieved greater than or equal to expected growth in reading in 2016.	\$11,000 TPL
Increased number of students exceeding expected growth rates in Year 9 NAPLAN Numeracy compared to Year 7.	NAPLAN data indicated that 58.6% of Year 9 students achieved greater than or equal to expected growth in numeracy in 2016.	\$2520 TPL

Next Steps

- To successfully implement our Numeracy Project to show growth on the Numeracy continuum in all areas of numeracy.
- Evaluation of the Hurstville Essential Learning Period (HELP). Implement updated HELP literacy and numeracy lessons, with a focus on differentiation and appropriate resources for Gifted and Talented students and students with Learning Difficulties.
- All staff engaging with the Literacy Continuum by issuing writing tasks that enable them to track student progression on the continuum.
- All staff explicitly teaching literacy skills with a focus on sustained writing in the context of each subject. Staff will participate in ongoing professional learning and subsequent reciprocal observations .



Strategic Direction 2

Quality Teachers

Purpose

To create innovative teachers who build their capacity through focused and contextual professional learning. A collaborative culture of life-long learning will be established where every staff member is challenged and engaged in ongoing, relevant and informed teaching and learning practice.

Overall summary of progress

Our focus on quality teaching has seen the continuation of our key areas based around Formative Assessment, 21st century Innovative Practices and High Performing Teachers.

Formative assessment has now been embedded in the school's teaching programs where all subjects have developed at least one assessment task per year group based on formative assessment. This has also been evident in Reciprocal Observation practices where staff observed each other using various IT formative assessment teaching strategies in the classroom.

Developing innovative 21st century teaching practices has also seen the introduction of Chrome Books in Year 7 in 2016. This has allowed each faculty to incorporate the use of Google Classroom into their teaching repertoire. Teachers are now able to use this to deliver lessons on line to students who in turn can submit work to their class teachers. Professional learning of staff and classroom teaching strategies will focus on Visible Learning in 2017.

The High Performing Teachers project has seen the continuation of Quality Teaching Rounds, with 16 teachers being involved in the project in 2016. This has meant that the majority of teachers at GRC HBC have now participated in the project with the remainder, including new members of staff, completing this in 2017. Quality Teaching Rounds and Reciprocal Observations have led to an increase in professional dialogue about incorporating the Quality Teaching Framework into practice and the associated innovative, engaging practices that support improved student learning outcomes. Teachers performance development goals, teaching practices and professional learning have been aligned to the National Professional Teaching Standards and shared through collaborative, quality professional learning experiences and discussions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have embedded formative assessment into programs, assessment and classroom pedagogy.	All staff have engaged in reciprocal observations and 95% of staff have engaged in Quality Teaching rounds, to increase innovative engaging practice.	\$4,000 Teacher Professional learning (TPL)– program writing
100% of teachers align goals in PDP's to NPTS. Improving leadership capacity of all staff and those seeking promotion. 100% of staff participate in Quality Teaching Rounds by end of 2016.	100% of all teaching staff align their PDP goals to the NPTS. 95% of staff have participated in Quality Teaching rounds.	\$16,000 Teacher Professional Learning
All staff have engaged in reciprocal observations to increase innovative engaging practice.	100% of staff have participated in reciprocal observations of Quality Teaching and formative assessment ICT strategies. Collaboration and professional dialogue about best practice is embedded in school culture.	\$5000 RAM

Next Steps

- Continuation of Quality Teaching rounds.
- Continuation of Reciprocal observations in order to embed a culture of quality feedback on teacher practice.
- Link all staff professional learning to the National Professional Learning Standards and foster procedures that encourage staff to seek feedback and mentoring on their practice.
- Provide ongoing professional learning on Visible Learning to assist staff to utilize routines in their classroom practice.
- To encourage and support staff to seek accreditation at the levels of HAT and LEAD.



Strategic Direction 3

Quality School Community

Purpose

To create a collaborative school community inspiring a culture of success through instilling the values of respect, responsibility and excellence. The focus will be on the well-being and resilience of students and staff as well as providing opportunities for student and community voice, to ensure that Hurstville Boys Campus is a school of choice for local boys

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school settings. PBL lessons have been included in the Hurstville Essential Learning Periods each week to maintain a consistent approach to the delivery of key messages. There have been significant observable changes in behaviour in classrooms and all school settings. More positive and respectful relationships throughout the school community are apparent. Greater numbers of students sought and accepted leadership roles. This year saw the introduction of our PBL or Positive Behaviour for Learning leaders contributing to the quality of the PBL lessons taught to students so that all Hurstville Boys know what good behaviour looks like and feels like, contributing to "Uniting Our School Community". A number of the PBL leaders worked at cross campus workshops where the students from all campuses determined that we focus on student behaviour travelling to and from school. The students are working towards the production of a short film to promote college expectations.

The "School of Choice" project saw an increase in staff and student involvement in performance and promotional opportunities including the second annual MADD (Music, Art, Dance and Drama) night, "High School Musical" our 3rd joint musical performance with Penshurst Girls Campus, Penshurst Primary School Harmony Day, and the school production of "Animal Farm". There was an increased focus on promotion of our campus to the local and international Chinese community with the assistance of our Community Liaison Officer. The reinstated house groups of Cook, Endeavour, Phillip and Flinders led to a renewed sense of competition was evident at our swimming, cross country and athletics carnivals as well as within classrooms, corridors and the playground. A small team of Year 7 students travelled to Melbourne to participate in the national final of the Choose Maths Australia competition. Hurstville Boys Campus achieved 3rd place in the national final.

To celebrate the achievements of our dedicated students the Recognition of Student Excellence (ROSE) assemblies were introduced. The school community has enjoyed the opportunity to recognise the achievements of many students with large numbers of parents in attendance on each occasion. At the Ultimo Directorate Awards evening Mrs Cacciotti, a highly valued member of our SASS team, was acknowledged for her 20 years of dedication to the staff, students and Hurstville Boys Campus. Mr Myhill was a worthy award recipient in the Executive staff category for his outstanding educational leadership as Head Teacher HSIE.

The introduction of brain breaks, the increase in cardiovascular endurance activities in PDHPE and sport and the purchase of stand up desks have contributed to improve the physical and mental wellbeing of our students as well as increase their learning potential. The Quality School Community Action team participated in professional learning by completing Mindmatters modules to inform future planning for student wellbeing initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in student enrolments. A goal of 10% per year during the course of this 3 year plan.	Student enrolments increased by 11% on 2015. The increase is a result of improved teaching programs, explicit teaching of PBL, high expectations of staff and students and the continued success of the Primary Links program. Extensive advertising of the campus and college via cinema advertisement, print media and brochure delivery to local primary schools. Including the translation of documents by Community Liaison officer to engage with the local Chinese community.	Primary Links –\$20,000 –RAM Community Liaison Officer – \$18,000 – Socio-economic background
Increased collaboration with	There was an increase in enagaging local feeder	TPL – \$9,500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
feeder primary schools, to improve student outcomes and to improve transition into high school.	primary school staff in mutually beneficial educational opportunities including Focus on Reading with Hurstville Primary School and opportunity class executive contributing to our annual executive conference focussing on strategies for gifted and talented students.	
Increased sense of community spirit and satisfaction, improving the health and wellbeing of staff and students. Increase in school awards at all levels and improved attendance rates.	<p>To celebrate the achievements of our dedicated students the Recognition of Student Excellence (ROSE) assemblies were introduced. The school community has enjoyed the opportunity to recognise the achievements of many students with large numbers of parents in attendance.</p> <p>The Annual MADD night was very well supported by staff and students. The evening showcased student talent focusing on cultural diversity. The P and C executive supported the evening by hosting a sausage sizzle.</p>	
Improve wellbeing of staff and students. Increase in school awards at all levels and improved attendance rates.	<p>Members of the Quality School Community team participated in Mindmatters training and participated in a planning meeting to determine how the Mindmatters modules could be integrated into PBL, PDHPE lessons and other school activities.</p> <p>The executive participated in professional learning on the link between physical activity and academic performance, mental health and behaviour. The concept of brain breaks, active learning and stand up desks were introduced to lesson delivery and staff wellbeing practices.</p>	Mindmatters training – TPL – \$1000

Next Steps

- Student leadership team to participate in the Georges River Network student leadership initiative “Leadership By The River” and mentor student leaders from Mortdale and Oatley West Public Schools.
- Improve communication and promotion of the school to the school and wider community with improvements in school website and Facebook and the introduction of Twitter and school App.
- Mindmatters survey to be conducted and analysed to develop appropriate strategies to improve student resilience and well being.
- Introduce brain breaks and active learning in every classroom every lesson to improve student academic performance and mental wellbeing.
- To continue to develop the delivery of PBL strategies for staff and students (including at Year 7 Camp) and introduce PBL for Parents.
- Implement High Resolves to develop our Stage 4 students as global citizens and our Stage 5 students as global leaders.
- Analyse Tell Them From Me survey data to inform whole school programs relating to staff and student wellbeing.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personalised Learning Plans (PLP) were reviewed for each ATSI student reflecting their current and future educational goals including literacy, social well being and strategies to improve student learning.	\$1,415.00
English language proficiency	<p>Support was given through a dedicated ESL class, a collaborative team teaching and group teaching model, as well as through individual instruction across other Key Learning Areas.</p> <p>An EAL/D specific elective English Skills course was offered with a language development focus through engaging content. This course, comprised of four units of work, was designed to offer clearly outlined content, quality criteria and skills with an emphasis on language/grammar. Each unit satisfied the three strands which define the ESL scales and were structured alongside the range and content of the Australian Curriculum. The purchase of English Language Learner readers/novels further enhanced the language development of our students.</p>	\$140,127.00 – ESL Teacher (1.2)
Low level adjustment for disability	Students were better able to maintain integrated and productive interactions across their learning. Students who feel disenfranchised were given additional support to help engage with mainstream or alternative educational settings. More intensive support and resources given for students with high level needs. The LaST is providing more intensive support in analysis of Learning Support data, generating and managing the initiatives that respond to student needs. Support provided for staff in the differentiation of coursework and tasks. Behaviour support plans were developed to compliment the school's welfare and discipline practices and procedures.	\$178,290.00 – Learning and Support Teacher (1.3)
Socio-economic background	A wider range of students with learning needs were supported with remedial strategies beyond what staffing entitlement alone could otherwise provide. Contingency funds supported students in relation to participating in educational opportunities, acquiring essential resources, accessing external agency support, uniform support and a homework centre.	\$25,782.38 – Equity Funding
Support for beginning teachers	<p>Beginning Teachers are supported with mentoring by the Deputy Principal in a fortnightly, timetabled meeting. Induction using the Department of Education framework Strong Start, Great Teachers document supports and assists in providing quality school based induction for beginning teachers.</p> <p>Teachers are supported and provided with information on the processes and requirements for the mandatory level of</p>	\$13,378.00

Support for beginning teachers	<p>teacher accreditation at proficient through links to the NESA website and Department of Education policies and procedures as well as workshops on developing reflections on teaching practice.</p> <p>Early career teachers are mentored through a suite of quality registered professional learning in their regular meetings with the DP. The courses on the Teaching Standards in Action encourage collaborative practices between Early Career Teachers in the school and develop competencies in Quality Teaching, designing a lesson sequence and quality feedback practices to students.</p> <p>Professional Learning for Early Career teachers has also focused on learning and practising the '10 microskills of behaviour management' and Staff are supported through mentoring, feedback and discussion about classroom management.</p>	<p>\$13,378.00</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	318	328	316	361
Girls	0	0	0	0

Student enrolments increased by 11% as a result of a concerted focus on improving the quality of teaching and learning programs, the Positive Behaviour for Learning (PBL) lessons have ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school settings. There have been significant observable changes in behaviour in classrooms and all school settings. More positive and respectful relationships throughout the school community are apparent.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.4	91.7	93.8	94.3
8	88.8	86.8	90.2	89.4
9	88.6	90.7	85.7	90.1
10	87.4	84.8	87.9	86.7
All Years	89.1	88.3	89.3	90.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Regular school attendance is required by law, and is essential in order for students to maximise their educational outcomes. The Wellbeing Team meets regularly to review student attendance rates to identify students whose attendance is of concern, and to formulate support plans to address the concerns. Year Advisors regularly interview students, and contact parents/caregivers to discuss and develop strategies to promote improved attendance. School staff implement attendance policies and procedures, and maintain accurate records of student attendance.

The School utilises an SMS system to keep parents

informed of absences, and effective communication strategies are in place to follow up on unexplained absences. Support of the Home School Liaison Program (HSLP) is requested to assist the School to address barriers to good attendance, and to develop Attendance Improvement Plans for students whose attendance rates are unsatisfactory and of significant concern.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	8.5		
TAFE entry			
University Entry			
Other	91.5		
Unknown			

Hurstville Boys Campus caters for boys in Years 7–10. The majority of our students transition to Oatley Campus (as shown in other).

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	14.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	1.2
School Administration & Support Staff	8.38
Other Positions	10.17

*Full Time Equivalent

The Aboriginal composition of the school's workforce is zero.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	3.5

Professional learning and teacher accreditation

Significant school funds have been allocated to develop teacher expertise as a means to improve student learning outcomes. Staff have engaged in both in school and College professional learning as well as attended conferences and courses delivered by outside school providers.

Staff have engaged in reciprocal observations and Quality Teaching Rounds to increase innovative engaging practice and quality teaching elements in every lesson.

All staff have a Performance and Development Plan and are developing an understanding of how to best drive their own professional learning and to actively seek feedback and mentoring as an important part of their ongoing growth.

Teaching practices are aligned to National Professional Teaching Standards and are shared through collaborative, quality professional learning experiences. Several members of staff were successful in gaining their accreditation at the level of Proficient Teacher while others are successfully working towards the maintenance of their accreditation.

All staff have embedded formative assessment into programs, assessment and classroom pedagogy and there has been an ongoing focus on Quality literacy teaching. With the introduction of the Bring Your Own Device program, there has been significant professional learning in the use of Chromebooks and google classroom.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2016 Actual (\$)
Opening Balance	238 485.62
Revenue	5 512 858.58
(2a) Appropriation	5 304 457.30
(2b) Sale of Goods and Services	30 086.92
(2c) Grants and Contributions	174 550.58
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 763.78
Expenses	-5 635 206.60
Recurrent Expenses	-5 635 206.60
(3a) Employee Related	-5 182 759.90
(3b) Operating Expenses	-452 446.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-122 348.02
Balance Carried Forward	116 137.60

The school finances are governed by the finance committee who is responsible for the planning and expenditure of the budget. To assist in achieving the goals set in the current school plan, in particular, strategic direction 3 – Quality School Community an additional Deputy Principal was employed. The school spent approximately \$16,000 to implement Quality Teaching Rounds.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 739 568.82
Base Per Capita	20 882.46
Base Location	0.00
Other Base	3 718 686.36
Equity Total	345 615.23
Equity Aboriginal	1 414.90
Equity Socio economic	25 782.38
Equity Language	140 127.49
Equity Disability	178 290.45
Targeted Total	452 748.45
Other Total	733 763.66
Grand Total	5 271 696.16

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

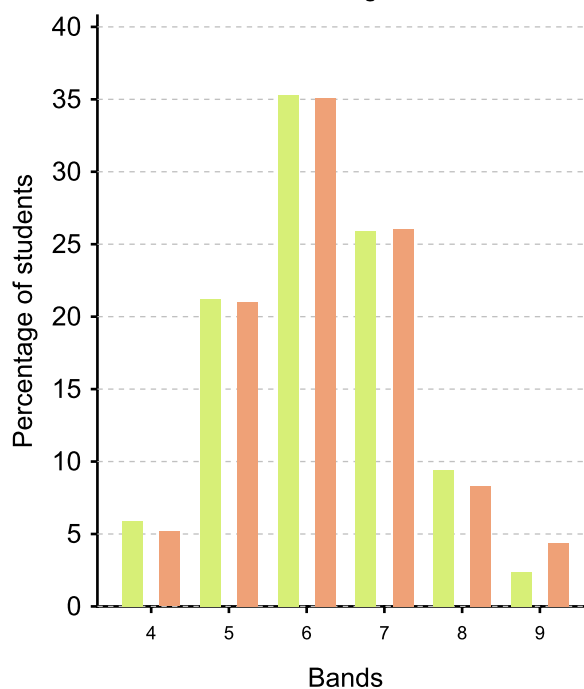
NAPLAN

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.

GRC Hurstville Boys Campus caters for the needs of a diverse group of learners with 90% of students coming from a non English speaking background. This data has informed the school's strategic directions and the development of a range of initiatives to address the specific literacy needs of students. These include a focus on the Super 6 Comprehension Strategies and the 4 Roles of the Reader which are embedded in classroom practices across all Key Learning Areas.

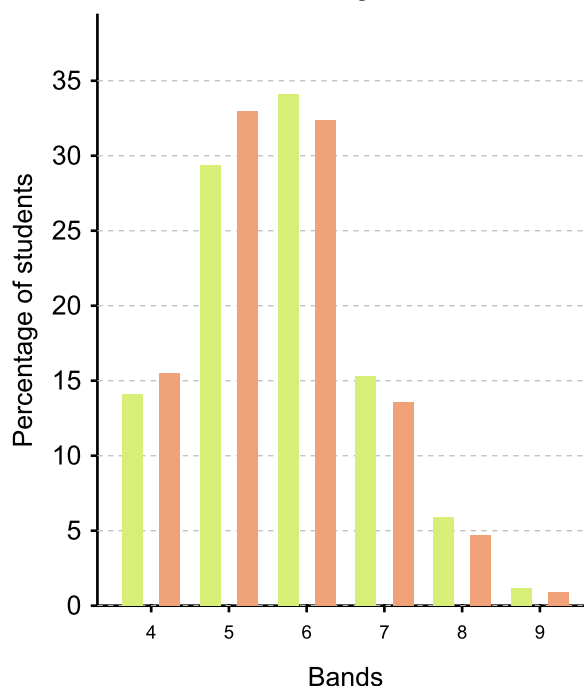
The data indicates the ongoing need to commit resources to the continued improvement of the literacy skills of every student at GRC Hurstville Boys Campus.

Percentage in bands:
Year 7 Reading



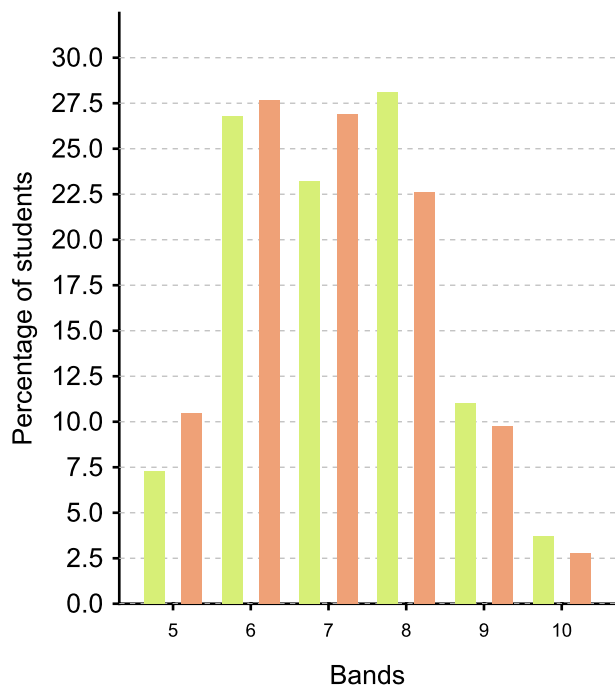
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2014-2016

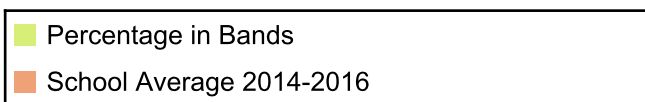
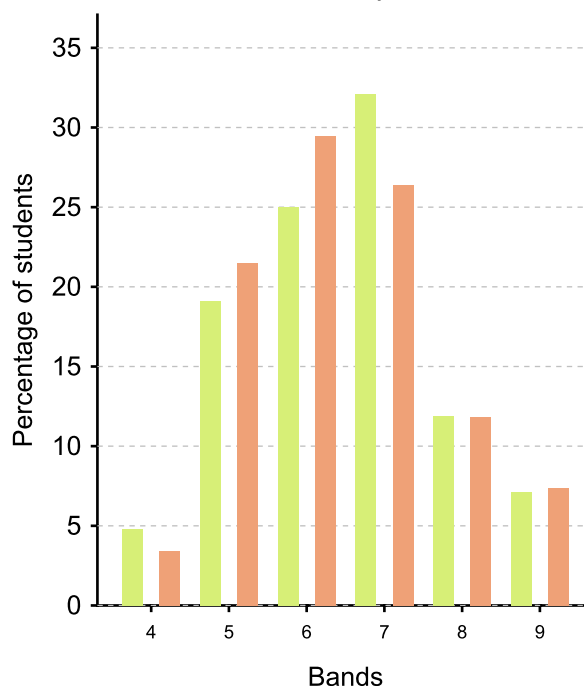
Percentage in bands:
Year 9 Reading



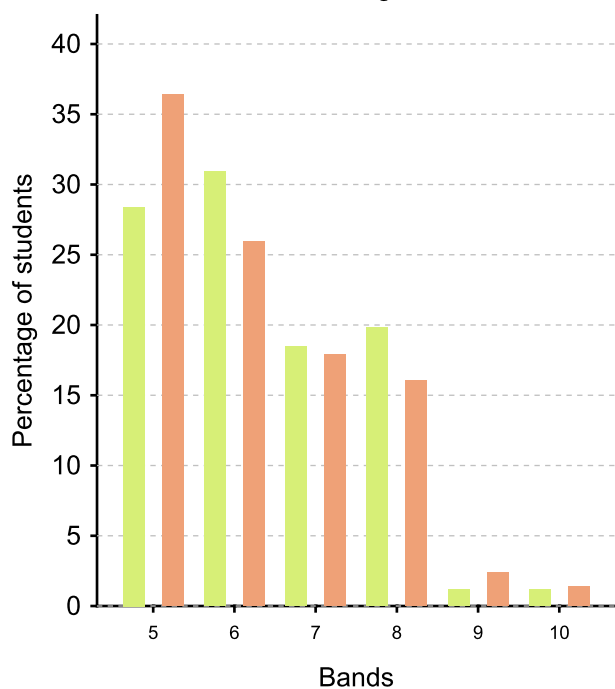
the development of staff capacity to improve the numeracy skills of students in all subjects.

NAPLAN numeracy data indicates that numeracy will remain as a priority focus for our school.

Percentage in bands:
Year 7 Numeracy



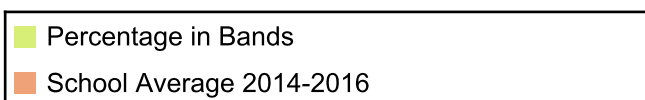
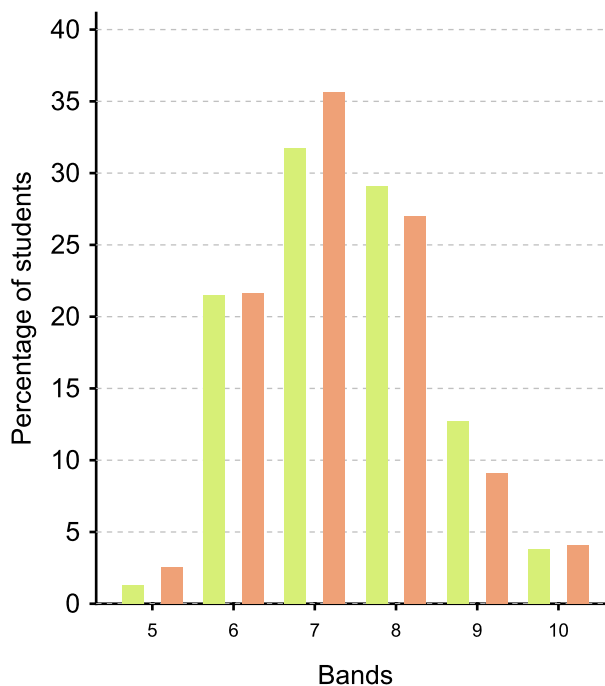
Percentage in bands:
Year 9 Writing



GRC Hurstville Boys Campus is committed to improving the numeracy skills of every student. Significant resources have been allocated including the subscription to Mangahigh to increase student engagement and rigour in Mathematics and Numeracy across all Key Learning Areas.

The Quality Students action team continues to focus on

Percentage in bands:
Year 9 Numeracy



The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands for literacy and numeracy, GRC Hurstville Boys Campus staff participated in targeted professional learning on improving teachers knowledge and use of the literacy and numeracy continuums. A further focus on improving teachers understanding and use of quality teaching practices including differentiation for gifted and talented students. The annual executive conference provided professional learning on evaluative thinking and gifted and talented strategies. All teaching and learning programs were adapted to improve the differentiation strategies for gifted and talented students.

Parent/caregiver, student, teacher satisfaction

The school continues to survey parent/caregiver, student and teacher satisfaction using the 'Tell Them From Me' survey tool.

The parents have communicated through the P and C, parent teacher night, meetings and surveys that they are supportive and appreciative of school programs and practices.

The ongoing commitment to school programs such as PBL and Use Another Word, Tough Guise, 3 Bridges, SWITCH have provided an inclusive, harmonious, safe and happy learning environment for students to thrive.

A renewed school culture and newly refurbished campus have resulted in staff feeling positive and supported in a collaborative environment. A collective school vision has enhanced teacher well being, enthusiasm and productivity.

Policy requirements

Aboriginal education

GRC Hurstville Boys Campus is committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students, and to educating all students about Aboriginal Australia. Each faculty incorporates Aboriginal perspectives into their teaching and Learning programs.

Multicultural and anti-racism education

Our multicultural diversity is celebrated. Ninety percent of students are from non English speaking backgrounds representing over 80 different cultures. The school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

As part of strategic direction 3, Quality School Community, the school has incorporated programs to address Multicultural education and Anti-Racism. As part of PBL the 'Use Another Word' strategy is a student centered whole school initiative to reduce the use of derogatory and racial language and to ensure procedures are in place to address any discrimination and promote inclusivity within the school community. All Key Learning Areas contain multicultural perspectives within their curriculum and reinforce the values that underpin multicultural Australia.

Harmony day is celebrated to address the multicultural nature of our school community.

The school has one ARCO officer and uses interpreters at parent interviews and parent/ teacher nights.

The school employs a Community Liaison Officer who conducts parent meetings, contributes to translation of school documents and advertising material and acts as a point of contact for the community.