

# Hurstville Public School

## Annual Report



2017



2197

## Introduction

The Annual Report for **2017** 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

### School contact details

Hurstville Public School

Forest Rd

Hurstville, 2220

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

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

9587 3963

### Message from the Principal

It is with pride that I present the 2017 Annual Report for Hurstville Public School. In this final year of the current school plan, a great deal has been achieved by our school community on behalf of our students. There has been a clear focus on continual improvement and the provision of a relevant and contemporary education for all children who attend the school.

One of the foundations of the 2015–2017 School Plan has been the deep focus on Contemporary Learning or what has been known as 21st Century Learning. This journey has enabled us to examine closely the practice that exists within classrooms and explore the ways collaboration, communication, creativity and critical reflection are meaningfully embedded into the everyday learning of our students. We have seen significant evidence of Project Based Learning and STEM implemented within classrooms and intertwined into grade and specialist learning programs. Whilst this has been a strong step towards providing relevant opportunities for our students, our critical reflection of this endeavour concluded that the deep commitment to contemporary learning needed to extend beyond what was happening in classrooms.

During the latter stage of 2017, Hurstville Public School began the Transforming Schools initiative. This initiative is based on a co-construction between Hurstville Public School staff and Dr Miranda Jefferson. Dr Jefferson leads a team of educational practitioners who have pioneered work in a wide range of schools focusing on a journey of transformation. This transformation develops a deeper understanding of how and why collaboration, communication, creativity and critical reflection need to be part of every aspect of the school community, not just in terms of students and their learning, but for staff and school community members to engage with also. The Transforming Schools initiative has significantly challenged the thinking, practice and assumptions our school community has held about what makes a relevant education for students, both now and into the future. This initiative has become one of the substantial drivers of the upcoming school plan, and the transformation of our school community will be a long-term undertaking. To ensure that we embrace the imperatives of the Transforming Schools initiative, Hurstville Public School has been part of the formation of a Community of Practice that includes: Carlton Public School, Hurstville South Public South and Mortdale Public School. Each of these schools will be working in collaboration on the Transforming Schools initiative and, throughout this journey, our Community of Practice will be creating opportunities for our teachers to share exemplary teaching practice and test the rigour of the learning experiences they are developing for students.

2017 saw a broadening of the already rich tapestry of extra-curricular opportunities available for our students at Hurstville Public School. This year, two new extra-curricular opportunities introduced at the school were the DanceSport Challenge and Create South. A team of 30 students from Year 5 embarked on an exciting journey as a part of the DanceSport Challenge. They were tasked with learning a number of ballroom dancing styles. Our students then competed against other schools in a showcase of their ballroom dancing skills. Our team performed exceptionally well and the students learned a great deal about ballroom dancing, themselves and working with others. The DanceSport Challenge final performance took place at the State Sports Centre at Homebush, in front of a significantly large audience and in conjunction with a number of other schools. Create South was an opportunity for students who had demonstrated

a talent in dance, drama, music, visual arts or technology to audition for a place within a creative team. This team scripted, rehearsed and produced a performance over a three day intensive period. This performance was then put on for a large audience at the Sutherland Entertainment Centre. Hurstville Public School had four student representatives in the areas of drama, dance and music. The quality of the performance was incredible and all students involved demonstrated their adaptability in the roles they undertook and the way the set was designed. Both of these new opportunities will be offered again to our students in the upcoming year.

The Hurstville school community came together for two large-scale events in 2017. During Education Week, Hurstville Public School held an Open Day for our community members to visit the school site and experience a snapshot of the things our students are doing each day. This Open Day was very well supported by the community, with eight hundred participants present on the day and sharing this opportunity to come together in support of Education Week. The second large-scale event for 2017 was the Hurstville Public School Showcase. The Showcase has grown exponentially since its inception in 2015 and now includes 630 students from Hurstville Public School. Showcase unites our school community in celebration of our students and their abilities. It brings together a deep collaboration between students, teachers and community members, and reminds us what can be achieved when we all work together as part of a shared endeavour. Showcase has become such a large entity, that in 2018, two performances have been planned so there are sufficient tickets available for all people eager to attend.

The Hurstville school community can be very proud of the significant contribution of all stakeholders to the design and construction of the new tiered outdoor learning deck. Constructed over the 2017–2018 period, this innovative space has resolved a number of existing safety challenges within this area of the playground through its elevated installation. This tiered outdoor learning deck provides classes with many different opportunities for outdoor learning. Students are consistently using the deck as a place to meet peers, play board games, read and enjoy the shade. It has proven a popular meeting place for members of our school community of a morning and afternoon, when students are arriving or departing from school.

Road safety has remained an issue of substantial concern for the school community. As the traffic volume in the area continues to increase, so do the many challenges with aspects of road safety. The school administration and the P&C have continued to work with representatives from Georges River Council to formulate a strategic plan for the entire precinct, as this precinct includes five local schools in a short and busy traffic corridor. This planning discussion was guided by a traffic survey completed by a traffic consultancy company on behalf of Georges River Council. With the support of the State Member for Kogarah, Mr Chris Minns, representatives from Georges River Council and the Roads and Maritime Service met at the school and clarified aspects of the original traffic survey. They devised a number of appropriate actions that, when combined, would form a clear strategy to try and combat a number of the road safety issues within the precinct. Some of these actions are still in the process of being finalised.

Finally, I would like to acknowledge the incredible teaching, specialist and administration staff of Hurstville Public School. Our students are well served and well supported by this wonderful team of professionals and I feel privileged to be the Principal of this amazing school.

I would also like to acknowledge the Hurstville P&C for their unstinting support of the school, their wisdom and their tireless work in support of the identified priorities that best support our students and their needs. I would like to take the opportunity to thank the members of the P&C Executive team, who have been so incredibly generous with their time during 2017 and have provided me with outstanding support in my first year as substantive Principal of Hurstville Public School.

2017 has been an exciting year for Hurstville Public School. Our school evaluation and planning cycle for the upcoming 2018–2020 School Plan has been rigorous and has provided the opportunity to capture a broad range of information from students, staff and community members about where we are heading in the coming years as a school community. From this evaluation and planning, we have three clearly emerging concepts that will form the foundation of this new school plan: **Contemporary Learning, Visibility** and **Wellbeing and Belonging**. I am very much looking forward to witnessing how these concepts begin to unfold across the school community during 2018 and beyond.

Mark Steed

Principal

## Message from the school community

In 2017, 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 fun year, directing 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 to contribute to the improvement of facilities enjoyed by the entire school community.

Our focus and philosophy is on accountability, transparency of operations and channelling funds towards outcomes that deliver the broadest benefit across the entire school. To this end, the P&C directed significant funds towards refreshing the library’s furniture and infrastructure, and contributed to a new multi-purpose deck for use by students, as well as parents, during pick-up and drop-off times.

The P&C would also like to acknowledge and thank:

1. The NSW Government and our local State MP, the Hon. Mr Chris Minns, for awarding our P&C a grant of approximately \$50,000.00 under the FY17 NSW Community Building Partnership (CBP) program for funding towards the multi-purpose deck, mentioned above.
2. The Australian government and our local Federal MP, the Hon Ms Linda Burney, for awarding our P&C a grant of approximately \$20,000, which the P&C matched dollar-for-dollar, to fund an upgrade of the audio/visual equipment in the school hall.

Pedestrian safety around the school and surrounding streets continues to be a major concern for the P&C. This is particularly so, given the size of the school, narrow/limited vehicle access at pick-up/drop-off points and the young age of our students. To this end, the P&C, together with the Principal, have been heavily involved in leading discussions with Georges River Council (GRC) to consider potential road changes that could improve pedestrian safety for our students. The P&C would again like to thank Mr Minns and the newly elected Mayor of Georges River Council, Mr Kevin Greene, for lending their support to our traffic safety concerns. Through the collective actions of the school, the P&C and our local elected representatives, we have managed to achieve some immediate changes around the school, including changes to parking arrangements, traffic flow, relocation of bus stops, and other safety improvements in the streets immediately surrounding the school.

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.

In 2017, 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 the community to align its focus 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 start of the school year also saw us welcome our new Principal, Mr Mark Steed, who has well and truly delivered excellence and renewed leadership and direction across the school. In his first year at Hurstville Public School, Mr Steed has collaboratively led the school on the start of a new vision which offers new career opportunities for all staff, and modernises teaching practice and support across all classrooms to keep our staff trained and students taught based on current best practice. Our community is excited that we are seen across the St George region as a leader in teaching and collaborative practice, thanks to Mr Steed’s vision and leadership.

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 always strive to improve the educational opportunities and experiences for all students attending Hurstville Public School.

We look forward to undertaking bigger and better things in 2018.

Mr Jason Yeo

P&C President 2017

# 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 1270 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. The school holds significant links with academic partners at Sydney University and locally through our Community of Practice. These partnerships develop and support Teacher Professional Learning, ensuring delivery of high quality curriculum which meets student needs. Students are offered a wide range of academic, sporting and artistic extra-curricular activities to develop skills and nurture their talents.

# 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.

### Learning:

The results of self-examination using the School Excellence Framework, in the domain of Learning indicate:

**Learning Culture: Sustaining and Growing** – At Hurstville Public School, *there is a demonstrated commitment within the school community that all students make learning progress. Partnerships are established with parents to support successful transitions, learning programs and regular attendance.*

**Wellbeing: Sustaining and Growing** – Hurstville Public School *consistently implements a planned approach to develop whole school wellbeing processes. The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement and to improve learning. Expectations of behaviour are co-developed with students, staff and the community.*

**Curriculum: Delivering** – Hurstville Public School *provides equitable academic opportunities for all students where programs describe what students are expected to know, understand and do. The programs are differentiated within the classrooms and parents are advised of adjustments made.*

**Assessment: Delivering** – Teachers at Hurstville *collect and use planned, reliable and regular assessment data to*



identify gaps in learning. This informs planning. Students know when and why assessment is undertaken and monitoring of all students is systematic.

**Reporting: Sustaining and Growing** – The school has explicit processes to collect, analyse and report specific internal and external student and school data on a regular basis. Student reports contain personalised information about progress and achievement. Parents are presented with clear information on what and how well their child is learning. Additionally, Hurstville solicits feedback from parents on reporting processes.

**Student Performance Measures: Excelling** – Hurstville Public School achieves excellent value added results, significantly above the value added by the average school, with most students achieving in the top two bands in NAPLAN for reading, writing and numeracy. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

## Teaching:

The results of self-examination using the School Excellence Framework, in the domain of Teaching indicate:

**Effective Classroom Practice: Sustaining and Growing** – Teachers at Hurstville regularly review and revise lesson plans and sequences in a collaborative and supportive environment in planning in grade, stage and staff meetings. Teachers use a range of explicit teaching techniques to explain and break down strategies and provide prompt feedback. A school-wide approach to effective and positive classroom management is evident in the adoption and implementation of PBL strategies.

**Data Skills and Use: Delivering** – Teachers at Hurstville incorporate data analysis into planning for learning. Assessment tools such as PLAN, NAPLAN and internal assessments inform programs. Teachers access and engage in professional learning that builds skills in analysis, interpretation and use of data. A variety of internal and external Instruments are used regularly to help monitor student learning progress and to identify skill gaps. Clear and accurate analysis of student progress is shared with the school community in the Annual Report.

**Professional Standards: Sustaining and Growing** – Teachers' Professional Development Plans are supported by a whole school approach to developing professional practice, informed by research. All teachers use professional standards and PDPs to identify and monitor specific areas for development. At Hurstville, teachers' professional learning builds capabilities to improve student outcomes. The adoption and implementation of research studied through the 4C's Transforming Schools initiative is an example.

**Learning and Development: Sustaining and Growing** – At Hurstville Public School teachers are engaged in professional discussion and collaboration around the 4Cs Transforming Schools, led by Miranda Jefferson. Focus is directed at Collaboration, Creative Thinking, Communication and Critical Reflection to improve teaching and learning in classrooms. The specific development of leadership at Hurstville has ensured there is support and mentoring available to new or beginning teachers. Expertise is identified within staff to further develop its professional learning community. Examples include EALD Network meetings and Beginning Teachers' Network meetings.

## Leadership:

The results of self-examination using the School Excellence Framework, in the domain of Leadership indicate:

**Educational Leadership: Sustaining and Growing** – At Hurstville Public School, professional learning emphasises the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build leadership capacity. In 2017, the Instructional Leadership Pilot Project was launched at Hurstville Public School to improve teaching practices and enhance the engagement of and outcomes for our students.

**School Planning, Implementation and Reporting: Sustaining and Growing** – At Hurstville Public School, the leadership team actively supports change that leads to improvement. The rigorous evaluation of the School Plan 2015–2017, and the drafting of the directions for 2018–2020, was completed through an authentically collaborative process, engaging all stakeholders. Parent forums were highly effective platforms for the collection of a triangulation of data, with students, teachers and parents, working together to develop the vision and future priorities for our school. Staff, parent and student surveys were employed to ensure that we had captured as many voices as possible. Evidence of our impact was measured against the Improvement Measures of each Strategic Direction and shared regularly with our community.

**School Resources: Sustaining and Growing** – At Hurstville Public School, physical learning spaces are used flexibly and technology used effectively to enhance learning. All staff use available technology to streamline administrative practice, so that our focus remains on teaching and learning. In 2017, the funding for three flexible learning spaces were

Robotics, Scratch and collaborative practices. The school grounds are used by external providers including: CASS, Greek School and Karate and coding classes.

**Management Practices and Processes: Excelling** – At Hurstville Public school, there are proactive *management measures in place which are responsive to school community feedback*. To support and evidence parental engagement and satisfaction, more parents attend school events including Showcase, Parent Interviews and Open Day. Survey results of school community satisfaction measures are regularly analysed by members of the leadership team and shared with all of the learning community.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 2017, we continued to support students to develop their skills in the 4Cs of collaboration, critical and creative thinking and communication. Teachers participated in differentiated professional learning around contemporary practices: Science, Technology, Engineering, Art, Mathematics (STEAM), Project Based Learning (PBL), Communication, ICT and Critical and Creative Thinking to embed the 4C skills across all areas of the curriculum. They implemented strategies, learnt through the professional development sessions, into their classrooms to enable students to understand the curriculum at a deeper level while developing their 4C skills. Teachers measured the impact of their professional learning and change in practice on student growth and reported that 30% of their students made improvement and 68% made substantial improvement in their specific future-focused learning area. Teachers identified a diverse range of student growth, including the top themes of: collaboration and peer feedback; communication including the development of vocabulary and the use of technology; and application of knowledge and skills across learning areas.

A group of teachers and the leadership team participated in multiple Professional Learning sessions with Dr Miranda Jefferson and Dr Michael Anderson from the University of Sydney which focused on the delivery of a contemporary education. Teachers analysed the dispositions learners would require to be successful and implemented activities in their classrooms which would enhance at least one of these dispositions. This Professional Learning will be available to all staff in 2018.

A team of teachers from across the school investigated a variety of ways in which to assess the 4C skills. This will continue to be explored and developed in 2018 to ensure authentic and meaningful assessment of the skills in collaboration with Dr Miranda Jefferson.

In 2017, our BYOD program continued to grow and have a positive impact on student learning, development and engagement. The initial uptake of students from Stage 3 bringing their device was 89% and has now moved to 94%. Students use their device as a tool to support the development of their 4C skills.

Special Interest Clubs were established in Semester 2, 2017. We aim to develop the whole child and provide an expanded range of opportunities for students which may help them discover talents and participate in activities for enjoyment. As such, a number of teachers volunteered to organise and supervise activities which students chose to participate in during lunchtimes. Throughout the semester, an average of 260 students participated in a Special Interest Club across the week.

Positive Behaviour for Learning (PBL) was introduced into the school in 2017. PBL is an evidence-based whole school process to improve learning outcomes for all students. In 2017, a team of eight teachers collaborated with our PBL coach to rewrite the school matrix for identifying expected behaviours in all school settings. A comprehensive flowchart to manage incidents of inappropriate behaviour was also developed to support teachers in managing minor and major behaviours. Professional learning was delivered to all staff members to ensure an understanding of the philosophy behind PBL and to make certain that there is a consistent, school-wide approach to managing behaviours and identifying student wellbeing issues at Hurstville Public School. Staff worked in mixed grade teams to develop lesson plans that explicitly communicate expected behaviours as outlined in the matrix across all settings. A recent external study completed by our PBL coach found that 80% of staff members consistently follow the PBL scope and sequence to teach expected behaviours. Teacher confidence has also increased when managing inappropriate behaviours in the classroom and on the playground. In addition, 82% of students could list the school expectations, demonstrating increased student understanding of school wide systems. As a result, minor and major behaviour data is recorded on Sentral and guides whole-school decision making to enhance student wellbeing.

In 2017, \$23,000 was spent on Robotics to purchase 20 Lego WeDo 2.0 kits and iPads and 8 Lego MindStorm Kits to support Stage 3 students, and purchase 12 Blue Bots and iPads for K-2 students. To support the technology investment, all K-2 staff undertook professional learning development in how to use and integrate Blue Bots across all Learning



Areas. 18 Stage 2 and 3 classes and their teachers participated in Lego WeDo 2.0 Robotics workshops, aligned to their Science and Technology unit and/or PBL projects. A Technology Scope and Sequence has been developed and presented to staff, with a focus on coding and robotics.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing student achievement at the higher levels of the 4Cs	Teacher relief for development of the 4C rubrics.	<p>Students from Year 2 to Year 6 (553 students) completed a survey which asked them to reflect on their 4C skills and the skills of their peers. They reported the following:</p> <ul style="list-style-type: none"> <li>* 94% of students thought that the students in their class worked well or very well in groups.</li> <li>* 98% of students felt that their collaborative skills had improved over the year.</li> <li>* 98% of students valued collaboration as a life-long skill.</li> <li>* 98% of students believe it is important to try something new and take risks in their thinking to improve their learning.</li> <li>* 99% of students feel that it is important to have a go or take risks in their learning.</li> <li>* 99% of students use critical questioning to find out more about a topic.</li> <li>* 100% of students use technology to communicate with others.</li> </ul>
Effective stress management techniques demonstrated by S3 students	Engagement of services from the Positive Psychology team for Professional learning and Co-construction of a Mindfulness Program	<ul style="list-style-type: none"> <li>* Draft Scope and Sequence for Mindfulness was developed K-6 by our teachers to match identified student needs</li> <li>* Brian Plummer, Michelle Booker and Sue Martinov presented the PERMAH model to staff and guided the leadership team through additional workshops.</li> </ul>
An expanded range of co and extra-curricular opportunities for students	no cost	<p>In Semester 2, 17 Special Interest Clubs were offered to students to attend over each lunch time during the week. Up to 260 students, 22% of students, attended at least one of these groups each week.</p> <p>In 2017, 349 students, 29% of the student population, participated in extracurricular dance classes with experienced, qualified dance teachers. This was a 6% increase in the number of students participating from the previous year.</p>
Increasingly positive student responses to the Tell Them From Me Survey	nil cost	Results from the Tell Them From Me student survey indicated are better able to identify how the school provides academic rigour through classroom lessons and organisation and effective feedback. Students indicated they feel teachers are responsive to their needs and encourage independence with a democratic approach.

## Next Steps

In early 2018, we will be formalising our School Plan for 2018–2020. The directions set in this new document will build upon what has been achieved over the past 3 years in the following areas:

- \* Development of a tool to assess student achievement in the 4C skills.
- \* Expansion of the Wireless Access Network to support BYOD in 2018.
- \* Expansion of robotics; including LEGO MindStorm and development of open-ended resources to support the implementation of Robotics programs in all classrooms.
- \* Expansion of Maker Space program.
- \* Alignment of specific curriculum areas as part of the S&T Scope and Sequence.
- \* Development of a wellbeing toolkit which includes developmentally appropriate resources to purposefully build students' techniques in managing stress and develop their resilience and self-regulation.
- \* Increase connections with local services for students and families.
- \* Implement a daily mindfulness program across the school as a tool to manage stress and worries.
- \* Develop programs and strategies to support student self-regulation.
- \* Implementation of a peer mediation programs for the playground.
- \* Increase student leadership opportunities through the Peer Support program and identify a variety of pathways to leadership.
- \* Develop a Wellbeing section on the website for families to access information.
- \* Review the school Anti-Bullying Policy.



## 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 2017, teachers were involved in a range of professional learning opportunities which built their capacity to develop clear and achievable professional learning goals linked to the Australian Teacher Professional Standards with a focus on improving student learning outcomes. 100% of staff identified their personalised professional learning goals through the Performance and Development process, where a whole school systematic approach was established, including observation and feedback, to enable teacher knowledge and expertise to be shared, and allow teachers to reflect on their practice.

In Semester 1, it was an expectation that all staff develop a goal to build their individual capacity in working towards delivering excellence in 21st Century education. 100% of staff joined a Teacher Interest Group depending on their personal professional learning needs around Future Focused Learning and were given opportunities throughout the year to meet in their groups., which included STEAM, PBL, Communication and Critical and Creative Thinking. Staff collaboratively developed their skills and knowledge to implement these into their teaching practice and gather authentic data to measure growth in their students. 10 staff members chose to build their skills as aspiring leaders through leading or co-leading one of the Teacher Interest Groups. A Future Focused Learning Journal was developed for all staff as a reference point and as a method of recording authentic evidence towards the achievement of their goal.

In order for staff to more effectively achieve their Professional Learning goals, an Instructional Leadership Project was established where the school leadership team were given a flexible teaching load to work with their teams to model exemplary practice; to review, modify and expand the repertoire of teaching strategies of their teams; and to initiate programs to improve student achievement in all learning areas.

In Semester 2, an identified area of need was the collection of meaningful whole school data around student achievement in reading and comprehension. Resources were purchased to support this initiative. Pre-data was collected from PLAN as base data. Professional learning was delivered to all staff on how to benchmark student reading and comprehension levels, how to record the data and how to analyse the results. These results informed the design of differentiated teaching strategies to cater to all student learning needs and improve student learning outcomes in reading and comprehension. Post data collected showed that students in each grade were spread across an increased number of clusters in Reading and Comprehension, indicating that teachers had a greater understanding of the specific learning needs of their students.

In Semester 2, to further extend the expertise of staff in delivering excellence in 21st Century education, 24 staff members in a variety of roles across the school, were strategically selected to engage in Professional Learning on Transforming Schools with Dr Miranda Jefferson. These staff members became the driving force in challenging traditional classroom practice and to drive change within the school to develop collaborative, creative students who are able to effectively communicate and critically reflect on their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers' success in achieving their professional learning goals as supported by evidence and the Performance and Development Framework	Teaching English Language Learners (TELL) modules \$5,000 allocation from Multicultural Education.	PDP consultation and discussion following a clearly communicated, systematic approach across the school where all staff have a common understanding of the process and responsibility for their own professional learning.  Future Focused Learning Journals developed for differentiated teacher professional learning led to all staff increasing their knowledge and understanding

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers' success in achieving their professional learning goals as supported by evidence and the Performance and Development Framework		<p>of a chosen aspect of future focused learning and all staff collecting and analysing authentic pre and post data to show student growth in their chosen aspect.</p> <p>Aspiring leaders led Teacher Interest Groups, supported by an instructional leader in Future Focused learning, to build leadership capacity.</p> <p>An EAL/D teacher and TELL facilitator presented 6 modules to identified staff in order for them to achieve one of their personal professional goals.</p>
Increasingly positive responses to the Focus on Learning survey in the areas of provision of feedback and use of technology	Nil cost	Teacher Focus on Learning survey results indicated an increased level of impact from receiving regular support through lesson observations and feedback on their classroom practice.
Documented evidence from the Instructional Leadership Program demonstrating progress towards and achievement of teacher professional learning goals.	nil cost	All staff completed their PDP process and were regularly supported by all Assistant Principals in their roles as Instructional Leaders.

## Next Steps

From staff feedback through survey data, analysis of PLAN and NAPLAN data and to support teacher professional learning to successfully implement the School Plan 2108–2020, in 2018 the Instructional Leadership Project will follow a revised structure. Instructional Leaders with expert knowledge in literacy, numeracy and Contemporary Learning will gather and analyse data in order to design professional learning to meet the specific needs of staff, students and the wider community, with an emphasis on developing vocabulary.

A more collaborative approach to planning will be developed to allow teachers and specialist teachers to design teaching programs together where all group members' expertise is valued, and staff can learn from each other for the benefit of the students.



### 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

In Semester 2 of 2017 the school has partnered and collaborated with Miranda Jefferson who is a consultant with the Catholic Education Office and Michael Anderson who is a Professor of Education at Sydney University as part of the Transforming Schools initiative.

24 staff from across the school were targeted to be part of a team who would undertake professional learning with Miranda and her team. The purpose of this initiative and Professional Learning has been to learn about, develop and implement a range of school wide strategies to support our students to become successful lifelong learners through delivery of a quality 21st Century education.

Miranda Jefferson has also worked closely with the leadership team to collaboratively develop a strategic implementation of transformational practices across all areas of our school.

In Semester 2 we have sought to establish partnerships with 3 other local schools to create a community of practice to provide opportunity for staff to engage and support each other and share best practice. All 4 schools, Hurstville, Mortdale, Hurstville South and Carlton are working with Miranda Jefferson and her team.

Staff from across the school were provided with the opportunity to engage in Professional Learning designed by ASELL (Advancing Science by Enhancing Learning in the Laboratory) Schools Workshops are designed to help teachers improve experiments run in their classrooms and to improve students' experiences. Staff were able to watch and participate in demonstration lessons run by an expert from ASELL with year 6 students from Hurstville Public School. The practical experiments promoted student enquiry, discussion, collaboration and a desire to find solutions to their questions.

The St George EALD network was established by an expert EALD teacher from our school to generate partnerships and links with other local schools to support EALD teacher professional learning. This has provided an invaluable platform for teachers to share best practice in 21st Century education in the teaching of EALD students.

After interviewing students as part of our kindergarten transition program, teachers have visited local pre schools in the area to build partnerships and provide a channel for the sharing of accurate, valuable information about prospective students, especially those students with additional needs. This enabled the Early Stage One team to design plans to support students in order for them to be successful in their first year of primary school. Pre- schools have also been provided with the opportunity to visit our school in order to build effective partnerships.

In Semester 1, early literacy specialist teachers, under the guidance of one of the Reading Recovery teachers, provided a number of parent workshops to improve parent and community knowledge and understanding of ways they can support their children in their learning of literacy. 81% of attendees indicated that the workshop was excellent and met their needs.

In Semester 1, a team of teachers delivered workshops for parents to inform them about the Geography Syllabus. The workshops focused on geographical enquiry and the use of visual literacy to support the teaching of Geography. 65 parents attended and 96% rated the workshop good to excellent. Before the workshop only 17% of attendees rated their knowledge about Geographical enquiry as good. After the workshop 86% rated their knowledge as good. This is a 69% improvement and provided an opportunity to build partnerships with our parents to enable them to support students in their learning.

Throughout the year a number of working groups were established engaging the P&C, parents, and members of the wider educational community. The groups looked at and worked towards, improving communication across the school, creating a school uniform policy and updating the student wellbeing policy.

In 2017 Hurstville Public School hosted a range of network meetings, conferences and staff professional learning



opportunities. We welcomed colleagues to the Primary Executive Network Conferences, Aspire Alliance Conferences, Deputy Principals Network Conference as well as the Casual and Temporary Teachers Network Meetings. In addition, teachers from our school organised and hosted a "Teach Meet" in partnership with the Georges River Future Focused Network. This event was designed to focus on student diversity and was a platform for teachers from a number of different schools to share best practice in 21st Century Education.

In 2017 a twitter account was set up in the school name. The aim was to provide an alternative forum to engage parents in addition to the school website and fortnightly newsletter. We have used twitter to promote school activities and useful information, and to promote a positive picture of the learning that is taking place. It has also provided us with a means to communicate with other schools and the wider community and take learning beyond the four walls of the classroom.

The school continues to support the development of the whole child through a focus on a range of extra-curricular activities and values the connection these activities make with the wider community. In 2017, the annual Performing Arts Showcase saw 627 students perform at the Showcase at Marana Hall in Hurstville which was filled to capacity with the Hurstville Public school community.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance and positive feedback from parents at P&C meetings, forums, workshops and events, evidenced in attendance numbers and survey responses	nil cost	<p>Increased parental attendance has been noted at our curriculum workshops and forums.</p> <p>In 2017 the school focused on acknowledging and celebrating the impact that Grandparents have in the lives of our students by inviting parents and grandparents to attend our Open Education morning during Education Week. 798 visitors attended, 30% of which were grandparents.</p> <p>Survey responses indicated that parent workshops met community needs. Use of translated materials was rated highly in supporting our community's understanding of school programs and initiatives.</p>
Student reports which are user friendly and more easily understood by our 96% EAL/D families	Sentral reporting package	Through extending our Sentral software platform, the school has designed student reports that show greater personalisation and a simplified in order to meet the needs of our parent community.
Video evidence of implementation of 4Cs and curriculum uploaded to the school website for parent access and information	nil cost	<p>Videos uploaded to closed Youtube site; respecting student and parent permission to publish consent.</p> <p>School has monitored the page views for school website traffic.</p>

## Next Steps

From the evaluation of our School Plan 2015–2017, we have identified the following areas for further growth:

- \* OC network to be formed to drive Gifted and Talented education across a Community of Practice.
- \* Revising communication mediums – calendar and newsletter to further engage our community.
- \* Establishment of Community of Practice to share best practice in Future Focused learning.
- \* Tools for Visibility and Communication – Seesaw and Showbie – connecting practice with community to be introduced.
- \* Broader palette of community workshops – collaborations with community providers (3 Bridges) will be extended.
- \* The school will investigate how to redesign student reporting to include contemporary learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Equity Funding of \$1,894 was used for: <ul style="list-style-type: none"> <li>• Aboriginal Equity Flexible Funding \$1,894</li> </ul>	Funding support was used to ensure ATSI students had a Personalised Learning Plan in place, which supported their learning across transition points.
<b>English language proficiency</b>	Equity Funding \$609,444 was used for: <ul style="list-style-type: none"> <li>• 5.4 EFT Staff Allocation</li> <li>• ELP Equity Flexible Funding</li> </ul>	<p>EAL/D students were supported 5 days a week by incorporating a multilayered approach to address specific learning needs. In 2017, this included employing 3 fulltime and 4 part-time EAL/D teachers to support students K–6.</p> <p>EAL/D programs included: Identifying and tracking trends throughout the school; EAL/D teachers supporting students and classroom teachers in a team teaching mode of delivery; withdrawal of targeted students; and collegial planning to build all staff capabilities in supporting EAL/D needs within regular classroom programs. EAL/D student progress was reported to parents using the EAL/D learning progressions and interviews with interpreters was offered to parents.</p> <p>Staff examined the learning progressions for English Language acquisition for the EAL/D students in their classes and by using this Professional Development, staff were supported in matching student needs to language acquisition. This has assisted with more personalised and specific program delivery.</p> <p>TELL (Teaching English Language Learners) Professional Learning was offered to staff. 14 class teachers completed the 6 module professional learning course to develop a greater understanding of the cultural and language needs of second language learners and to learn how to differentiate their teaching program to cater for EAL/D learners. This program was delivered by a staff member who is an accredited TELL facilitator.</p> <p>Directions for 2018 will include a further focus on supporting EAL/D students in vocabulary, as this has been an identified area targeted for further growth.</p>
<b>Low level adjustment for disability</b>	Equity Funding of \$232,705 was used for: <ul style="list-style-type: none"> <li>• 1.3 EFT Teacher Allocation for LaST</li> <li>• Additional SLSO staff – flexible timetable</li> <li>• Supplementation by school funds from Integration Funding Support Equity loading (\$22 572) to provide additional LaST support K–6 as teaching staff and SLSOs.</li> </ul>	<p>All students identified through our Learning Support Team were provided with quality programs and resources to support them to become the most successful learners they could be.</p> <p>SLSOs worked collaboratively with teachers to ensure inclusivity.</p> <p>Student data indicates strong individual and collective growth across the school and national assessments.</p> <p>Support for all students requiring differentiated instruction, accommodations and adjustments to curriculum or school</p>

<b>Low level adjustment for disability</b>	<p>Equity Funding of \$232,705 was used for:</p> <ul style="list-style-type: none"> <li>• 1.3 EFT Teacher Allocation for LaST</li> <li>• Additional SLSO staff – flexible timetable</li> <li>• Supplementation by school funds from Integration Funding Support Equity loading (\$22 572) to provide additional LaST support K–6 as teaching staff and SLSOs.</li> </ul>	<p>setting was provided via development of Individual Learning Plans (ILPs), provision of additional School Learning and Support Officers (SLSO) and additional LaST time.</p> <p>Specialist staff worked with SLSOs to develop and implement effective literacy programs and playground social skills groups, predominantly in K–2.</p> <p>All SLSOs received updated training in literacy and numeracy to support student success in the classroom.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Equity Funding of \$95,886 was used for:</p> <ul style="list-style-type: none"> <li>• 0.944 FTE staff position in Instructional Leadership (AP)</li> </ul>	<p>The Instructional Leadership Project was a new initiative in 2017.</p> <p>Assistant Principals were released to support all teachers and students on their Stage. They worked with teachers to jointly develop PDP goals. Classroom observations were used to provide verbal and written feedback to support professional growth and teacher development. They supported beginning teachers in the accreditation process and were able to support staff in the implementation of Positive Behaviour for Learning.</p> <p>Partnerships were developed with parents and there was open communication regarding student learning and wellbeing. This support was across all Learning Areas and also incorporated the use of a variety of different technological tools.</p> <p>Assistant Principals were able to assist teachers in gathering, recording and analysing authentic internal and external data to inform practice and ensure consistent teacher judgement of assessments in line with syllabus outcomes.</p>
<b>Socio-economic background</b>	<p>Equity Funding of \$55,013 was used for:</p> <ul style="list-style-type: none"> <li>• Funds used for MIniLit and Multilit Program training and resource purchase – (\$10 000)</li> </ul>	<p>Support of all students K–6 with adjustments and provisions made to school programs in order to 'close the gap' between students from differing socio-economic backgrounds.</p> <p>Staff and leader learning release time provided for staff to meet with parents, carers and community organisations to develop and strengthen respectful relationships and share necessary and relevant information.</p> <p>In conjunction with parents, ILPs for students from low socio-economic backgrounds with low level learning needs were developed and implemented.</p> <p>Parental feedback provided evaluations on our educational and wellbeing programs.</p>
<b>Support for beginning teachers</b>	<p>Equity Funding of \$36,427 was used for:</p> <ul style="list-style-type: none"> <li>• Induction program for beginning teachers</li> </ul>	<p>The Induction Program support was offered to 16 beginning teachers in 2017.</p> <p>The Induction Program is aligned to the Department of Education's 'Strong Start, Great Teachers' reform. 7 beginning teachers</p>

## Support for beginning teachers

Equity Funding of \$36,427 was used for:

- Induction program for beginning teachers

were provided additional release time to work on their mandatory accreditation, and as a result, 4 beginning teachers successfully achieved accreditation at the Proficient level.

All Assistant Principals worked shoulder to shoulder with Beginning Teachers on their grades or stages to provide support in their areas of need.

From the results of a survey at the end of 2017, 100% of beginning teachers agreed that the Induction Program provided opportunities for continuous learning, growth and improvement.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	621	641	675	660
Girls	516	539	555	590

It is a requirement that the reporting of information for all students is consistent with privacy and personal information policies.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	95.4	95.8	96.7
1	95.1	94.4	94.5	94.7
2	96.5	95.2	94.7	94.4
3	95.6	95.5	95.2	95.5
4	95.7	96.3	97.3	94.5
5	97.1	96.5	96.1	96.5
6	95	94.8	94	94.7
All Years	95.9	95.4	95.4	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Our school has a strong emphasis on promoting positive student attendance. The Attendance Policy is revised annually to ensure our school remains responsive to student and community needs, as well as in full compliance with the Department of Education Attendance Policy. Trends in attendance data are regularly monitored to make certain that support is provided to foster high levels of school participation. Additional assistance is also accessed through Home School Liaison Officers.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Head Teacher(s)	0
Classroom Teacher(s)	48.28
Teacher of Reading Recovery	1.05
Learning & 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	4.4

\*Full Time Equivalent

The Australian Education Regulation (2013) requires schools to report on the Aboriginal composition of their workforce. In 2017, Hurstville Public School had no teachers identifying as Aboriginal or Torres Strait Islander.

### 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	46

### Professional learning and teacher accreditation

Teacher Professional Learning is a key component in our progression to achieve our Strategic Directions. Linked to our School Plan 2015–2018 and the Australian Teaching Standards, staff professional development throughout the year was designed to meet personal, school and department priorities. In 2017, 11 of our teachers have been supported through our beginning teacher program, 4 completed their Teacher Accreditation at Proficient level with the NESA standards board and 7 are working towards completing their Teacher Accreditation at Proficient level.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	782,194
<b>Revenue</b>	10,851,621
Appropriation	10,060,432
Sale of Goods and Services	91,390
Grants and Contributions	685,928
Gain and Loss	0
Other Revenue	0
Investment Income	13,871
<b>Expenses</b>	-10,853,384
Recurrent Expenses	-10,853,384
Employee Related	-9,731,499
Operating Expenses	-1,121,884
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-1,762
<b>Balance Carried Forward</b>	780,431

The financial summary consists of school income and expenditure, broken down by the funding/expenditure source. This information is derived from the School Annual Financial Statement. The financial information included indicates the highest area for expense as employee related. This category relates to staff salaries. The financial category of Grants and Contributions indicates the funds received from extra-curricular activities such as band, dance, and sport; as well as the State Government funds and P&C funds which have been raised for the express purpose of building the new Deck area.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	7,249,452
Base Per Capita	192,576
Base Location	0
Other Base	7,056,875
<b>Equity Total</b>	899,056
Equity Aboriginal	1,894
Equity Socio economic	55,013
Equity Language	609,444
Equity Disability	232,705
<b>Targeted Total</b>	733,055
<b>Other Total</b>	789,752
<b>Grand Total</b>	9,671,315

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The following section details how Hurstville Public School students have continued to perform very well in Literacy and Numeracy.

### Year 3 NAPLAN Overview for 2017:

In Year 3 in Reading, 65% of students achieved proficiency (ie: results in the top 2 bands), compared with the state average of 51%. 70% of the students achieved in the top two bands in Writing, compared with the state average of 53%. Proficiency in Spelling was attained by 84% of the students, compared with the state average of 53%. 79% of the students achieved in the top two bands for Grammar and Punctuation, compared with the state average of 62%.

In Numeracy, Year 3 students at Hurstville Public School continue to excel. 71% of the students achieved proficiency, compared with the state average of 43%. In Year 5, 72.1% of the students achieved in the top two bands in Numeracy, compared with the state average of 33%.

### Year 5 NAPLAN Overview for 2017:

In Year 5, students at Hurstville Public School are also performing well above state average in Literacy. 68% of the Year 5 students achieved proficiency (ie: results in the top 2 bands) in Reading, compared with the state average of 40%. Proficiency in Writing was attained by 42% of students, compared with the state average of 18%. 73% of students achieved in the top two bands in Spelling, compared with the state average of 38%. In Grammar and Punctuation, 65% of the students achieved proficiency, compared with the state average of 36%.

Analysis of the data and input from staff have resulted in Writing and Problem Solving being identified as areas for further development across the whole-school and will be used as the impetus for strategic planning for 2018–2020.

### Premier's Priorities for 'Improving Education Results':

Hurstville Public School is committed to supporting the Premier's Priorities for 'Improving Education Results'. In reaching this goal, we can report the following:

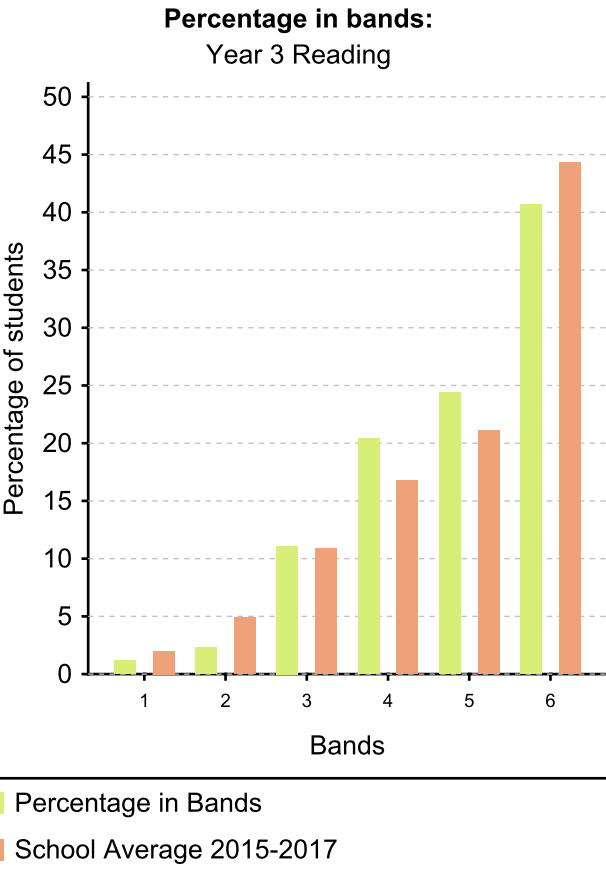
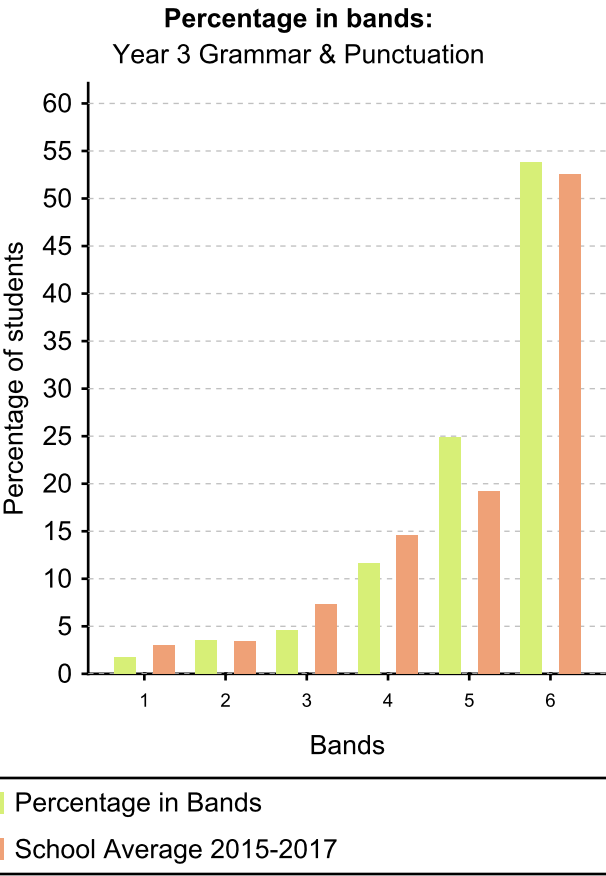
**Year 3 Reading:** 65% of students performed in the top 2 Bands for NAPLAN.

**Year 5 Reading:** 68% of students performed in the top

2 Bands for NAPLAN.

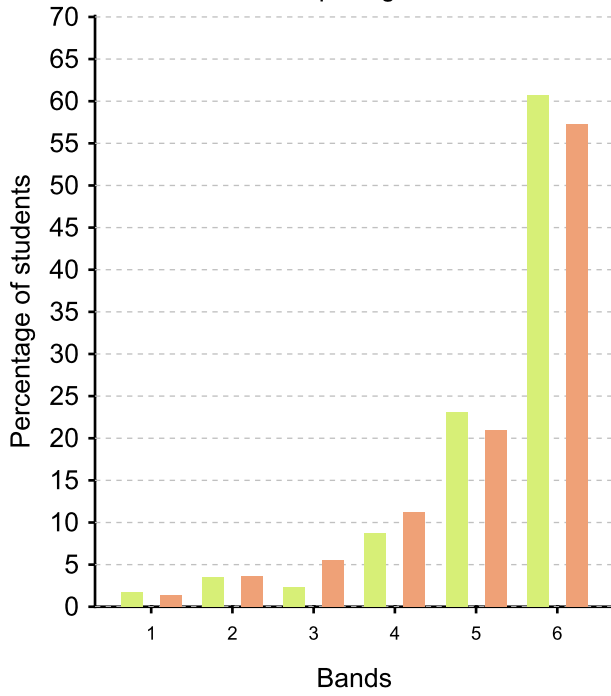
**Year 3 Numeracy:** 71% of students performed in the top 2 Bands for NAPLAN.

**Year 5 Numeracy:** 72% of students performed in the top 2 Bands for NAPLAN.

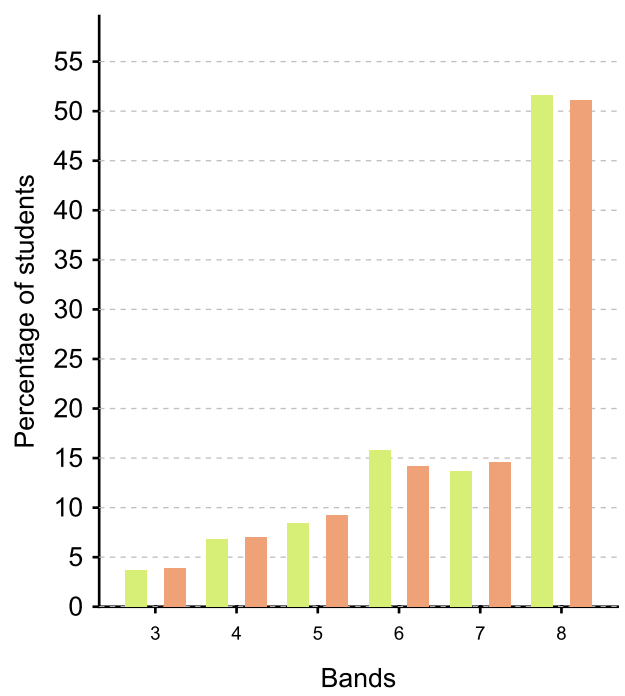




**Percentage in bands:**  
Year 3 Spelling



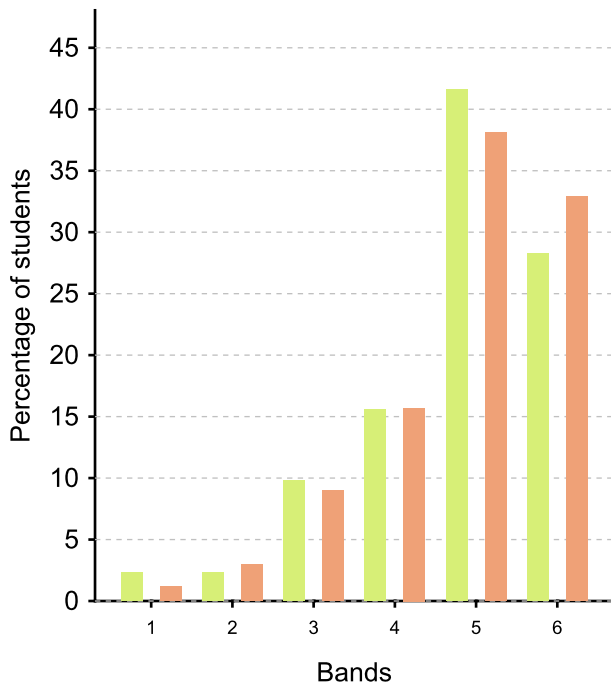
**Percentage in bands:**  
Year 5 Grammar & Punctuation



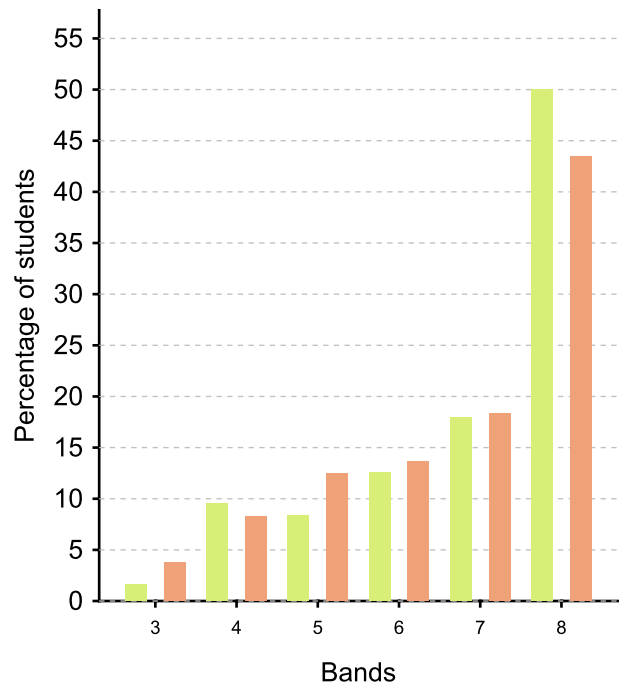
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



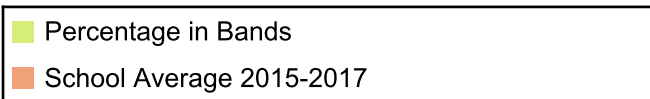
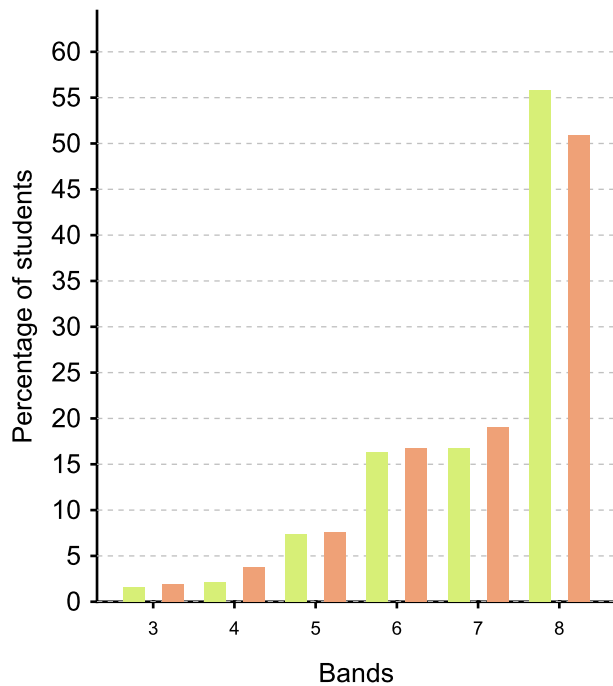
**Percentage in bands:**  
Year 5 Reading



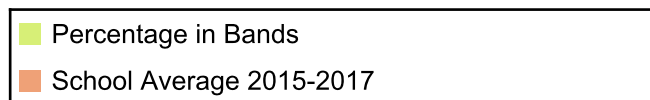
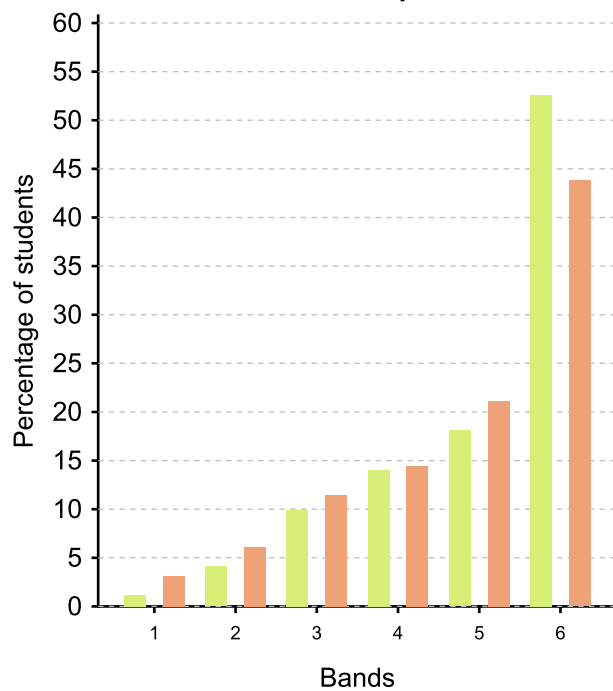
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

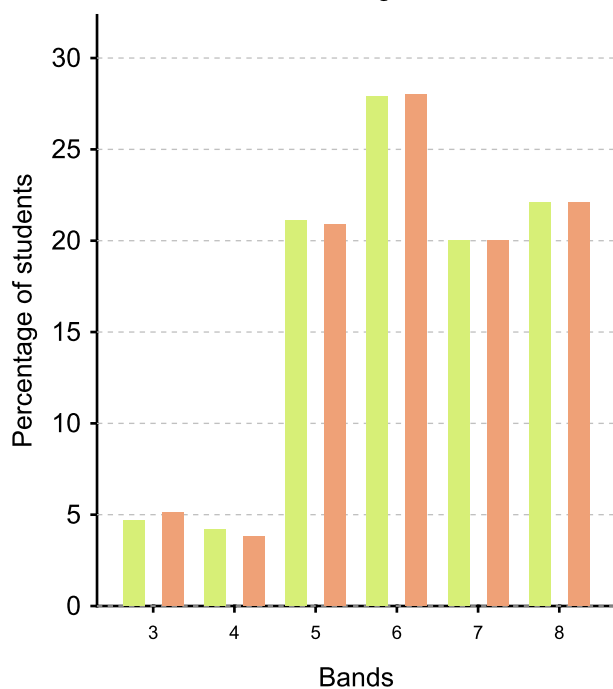
**Percentage in bands:**  
Year 5 Spelling



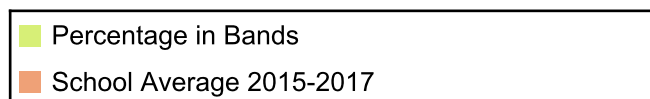
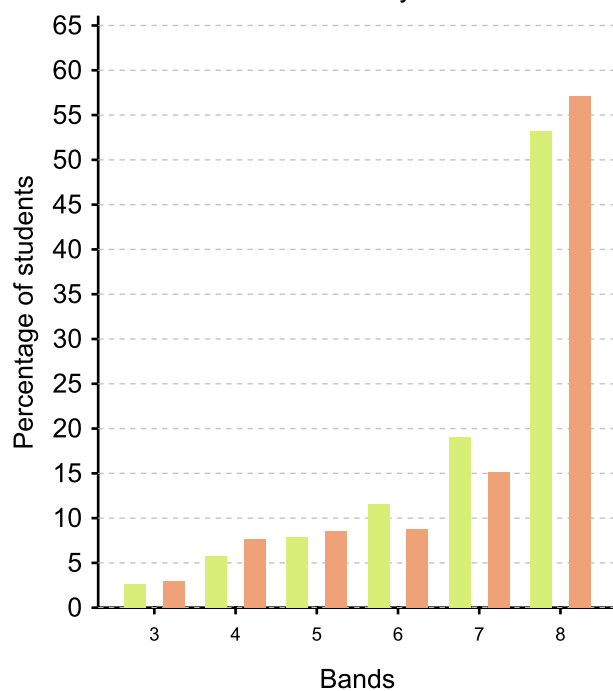
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. For further information, please go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of students, teachers and parents about aspects of the school. The Tell Them From Me survey was completed by students in Years 4–6 in Term 1 and Term 3. Parents and teachers completed the survey in Term 3.

Student responses indicated: 82% of students had a high sense of belonging (NSW Government Norm 81%). 86% of students had positive relationships (NSW Government Norm 85%). 81% of students reported being interested and motivated in learning (NSW Government Norm 78%). At Hurstville PS, 81% of students strongly agree or agree they will go to university.

Teacher survey results, focusing on the *Eight Drivers of Student Learning* and represented by a 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement, identified that: Teachers are positive about *Leadership* within the school (7.2), there is a culture of *Collaboration* among staff (7.5), the *Learning Culture* for students is supportive (7.8), *Data Informs Practice* (7.5), teachers use *Teaching Strategies* (7.7) that assist all students with their learning, *Technology* is an important component of teaching and learning (6.9), the school community is *Inclusive* (8.1), there is an established culture of *Parent Involvement* (7.0).

Parents responded to questions about their involvement at Hurstville Public School. A 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Responses show: *Parents feel welcome at Hurstville PS* (7.2), *parents feel informed at HPS* (6.6), *the school supports positive behaviour* (7.5) with parents feeling their child is clear about the rules for school behaviour, *parents support learning at home* (6.4), *the school supports their child's learning* (6.9), *parents feel their child is safe at HPS* (7.4), and that *Hurstville PS provides an inclusive environment* (6.9) where staff take an active role in making sure all students are included in school activities and develop positive friendships.



## Policy requirements

### Aboriginal education

In 2017, we had no students who identified as Indigenous. Despite this low representation, our school remains committed to ensuring that all students are provided with a wide range of academic and cultural events to deepen their knowledge, understanding and respect of Aboriginal and Torres Strait Islander peoples. Our programs focus on how to develop all of our students' awareness of the unique contributions that have been made and are continually being made by our First People. Considered and focused content of the three concepts of Country/Place, Peoples and Cultures is developed and embedded across all teaching programs.

In Term 2 2017, the Koomurri Aboriginal Incursion Education Team came to our school for 2 days to work with all students K–6 to increase their understanding of the traditions of Aboriginal Australia. All students participated in activities such as the Smoking Ceremony, Welcome Song and Dance, Didgeridoo playing and Storytelling, discussion of artefacts, weaponry and bush survival, boomerang throwing and participation in face painting, songs and dance.

Aboriginal Education has assisted all students to build knowledge, understanding and empathy for some of the situations faced by our Aboriginal people, both historically and in today's society. This learning has dared many to change or modify their attitudes and bring the school community together to show solidarity and commitment to 'Closing the Gap' of disadvantage for Aboriginal people in Australia by being more informed.



### Multicultural and anti-racism education

Students at Hurstville Public School represent a diverse range of cultures. Over 96% of our students come from language backgrounds other than English. Our students represent 49 different language groups, with our largest language groups being Mandarin, Cantonese and Arabic.

In school, language classes have been taught each week for all students K–6 by specialist Community Language teachers. Students have been learning how to speak, read and write in either Mandarin or Spanish,

as well as learning about history and culture. Our Mandarin Community Languages program caters for a wide range of student abilities by offering differentiated programs within the classroom setting from K–2, then across the grade setting for Years 3–6.

For those student who are beginning to learn a language, our Language Other Than English programs in Spanish and Mandarin focus on skill development at a beginning level. The strong commitment to these programs has resulted in 100% of our students participating in either learning a new language or developing their skills in their native language.

Further support for language acquisition has also been offered through community groups as extra-curricular activities. Mandarin classes are offered at our school on the weekend and Greek classes are held midweek; supporting our students and other children living within our local area.

In early 2017, our school celebrated Harmony Day and Chinese New Year – complete with a life sized dragon! These celebrations have become annual calendar events which are well supported by students, teachers and parents. During Harmony Day, our students wore traditional costumes and participated in activities which provided them the opportunity to experience a range of cultural traditions and learn about the wonderful diversity within our local community.

In late 2017, the school extended our ARCO team to focus on multicultural inclusivity. Following Departmental training, teachers have developed action plans focused on providing all students with classroom lessons on acceptance, visibility signage, and raising community awareness of anti-racism. These will be fully implemented in 2018.

### Other school programs

Our school has a well-earned reputation within our community and local area for providing students with a wide range of school and extra-curricular programs. We offer leadership opportunities for students to develop their academic, sporting and artistic talents. These programs operate both within the regular school curriculum as well as extra-curricular options offered at lunchtime or out-of-hours. Some of our key programs are as follows:

#### Band

This year, three band programs ran at Hurstville Public School: Training Band, Concert Band and Wind Orchestra. 163 band students from Years 4, 5, and 6 participated in weekly rehearsals and tutorials, run by Engadine Music Bandtime. All bands had various opportunities to perform throughout the year, such as BandFest, Kindy Concert, Bandtastic, OC Orientation, Band Showcase and the Hurstville Public School Performing Arts Showcase. All bands received a Gold award at Bandfest. We look forward to welcoming approximately 75 students into the band program in 2018.

### Create South

In 2017, Hurstville Public School participated in Create South for the first time. The program was initiated and coordinated by Mrs Kapoor. Create South is a regional program established to provide opportunities to extend students from Years 4, 5 and 6 who are gifted and talented in band, choir, dance, drama, visual arts or technology. This year, we nominated ten Stage 3 students (2 dance, 2 drama and 6 band) to participate in auditions. Five of our students from Years 5 and 6 were successful at their auditions (3 band & 2 drama). These students participated in a three day workshop with over 200 students from schools from the Southern Sydney region to refine and develop their skills and culminated in a night-time musical performance at the Sutherland Entertainment Centre for parents and teachers including Mr Steed, Ms Hudson and Mrs Kapoor. The students involved appreciated the opportunity for their talents to be recognised and extended.

### DanceSport

This year, the DanceSport Challenge was initiated at Hurstville Public School by Mrs Dalling, Mrs Kapoor and Mrs Koch. The program seeks to build communication skills and respect between the genders, and promote cooperation and responsibility through ballroom dancing. A group of 30 Stage 3 students (22 Year 5 students and 8 Year 6 students) took part in 15 lessons taught by an expert ballroom dance instructor from DanceSport Confidence. The program concluded with a performance at the DanceSport Challenge Gala at Sydney Olympic Park, with approximately 1000 students from Ultimo region schools. The DanceSport group also had opportunities to perform at Education Week and the Hurstville Public School Showcase. The program was received warmly by the whole school community.

### New South Wales Premier's Reading Challenge (PRC)

The Premier's Reading Challenge is a state-wide initiative which aims to promote a love of reading and literature amongst students. Students are offered a selection of books designated by the PRC as high quality literature and are required to read a set number of these as well as some choice books if they wish.

2017 has been the most successful PRC year ever at HPS with 370 students completing the challenge. Seven students received a Platinum Certificate for completing seven challenges, and 33 students received a Gold Certificate for completing four challenges.

As a result of the PRC, students have grown in reading confidence, independence and of course have increased their vocabulary immensely.

***For a full list of our school programs and achievements, please visit our Hurstville Public School website to access photos, stories and event information.***

***<http://www.hurstville-p.schools.nsw.edu.au/>***