

Hurstville South Public School

Annual Report



2017

Introduction

The Annual Report for **2017** is provided to the community of **Hurstville South Public School** as an account of the school's operations and achievements throughout the year.

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

Michelle Shelton

Principal

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School background

School vision statement

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

School context

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

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

With 86% of the school population from a Language Background Other Than English, 53% are of Chinese background.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning Domain

In the domain of Learning, Hurstville South Public School is most clearly described as delivering on the School Excellence Framework. In the Curriculum and Learning element teachers need further professional learning to move towards more consistent and reliable student assessment across the school. In the Learning element of wellbeing, delivering most clearly describes our school. It is evident that our school has built positive, respectful relationships between staff, students and parents through well delivered programs such as Peer Support, White Ribbon Day and the SOS (Supporting Our Students) program. Our next focus is to use data more regularly to monitor and refine a whole school approach to wellbeing and student engagement in order to improve learning. This will be a key feature of our 2018–2020 school plan.

In the Learning element of student performance, our high growth scores in NAPLAN lend us to be described more clearly as excelling. For example, in 2017 71% of students in Year 5 demonstrated greater than or equal to expected growth in reading from Year 3 to Year 5. Also 72.6% of students in Year 5 demonstrated greater than or equal to expected growth in grammar and punctuation from Year 3 to Year 5. Year 3 and Year 5 results in literacy remain well above state average. 79% of students in Year 5 demonstrated greater than or equal to expected growth in numeracy from Year 3 to Year 5. Year 3 and Year 5 results in numeracy remain well above state average.

Teaching Domain

The Teaching domain is linked to our Student Excellence and School Excellence strategic directions. All teachers have worked hard to develop professional learning goals as part of their Performance and Development Plan. Quality Teaching Supporting Students staffing allocation was used to facilitate teachers working in pairs to jointly construct lesson plans for a lesson study approach in teaching reading. Several staff members from each stage visited a neighbouring school, which was an outstanding learning opportunity. In the Learning element of Professional Standards our school is more clearly described as sustaining and growing. During 2018 our focus will be on the Learning and Development element. The aim is to implement more effective professional learning for induction, leadership preparation and leadership development.

Leading Domain

In the Leading domain, Hurstville South Public School is best described as delivering on the School Excellence Framework. The school's financial and physical resources are maintained, within the constraints of the school budget, and provide a safe environment that supports learning. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

During 2017 we have managed to develop links with a local university through their Classroom Without Borders program. This has allowed us to offer more support to our students. In 2018 we will be forming a community of practice to further improve educational opportunities for staff and students.

Our school offered students, parents and staff the opportunity to formally give feedback to the school via The Tell Them From Me survey. Feedback was also obtained during P&C meetings, parent forums, discussions with parents and the Student Representative Council. Student, staff and community consultation was undertaken in more detail this year to help inform the 2018 – 2020 school plan. These opportunities were well received and a school plan which incorporates the results of this consultation has been developed.

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

Student Excellence

Purpose

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

Overall summary of progress

Throughout 2017 we have continued to move towards students achieving excellence in a range of areas. This progress has included:

- Undertaking a review of the existing resources to identify deficits in quality and quantity of resources and additional resources were purchased to support the teaching of concepts and skills in History and Geography
- Stage teams of teachers reviewing and teaching collaborated units in Science that utilise inquiry based learning
- Development of an updated odd and even year stage based Science scope and sequence
- Laptops and charging trolleys purchased for use by Stage 2 and 3 students and all staff have received professional learning in using G–suite and Microsoft 365 which is now being used by an increasing percentage of students and teachers in the school
- Collaboration being used in some stage teams and by the executive to increase the use of Microsoft 365 and G–Suite in our everyday practice
- School values being mentioned at all whole school assemblies and teachers highlighting values regularly in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
More than 90% of students engaged in inquiry based learning skills to develop scientific values and attitudes.	\$3000	Increasing % of students have been engaged in some inquiry based learning during Science lessons and teachers are aware of the need to continue to improve inquiry based science instruction.
100% of stage 3 students accessing online learning tools to enrich learning experiences.	Software is provided by Department of Education. Professional learning was completed in staff meeting time and was provided at no additional cost.	Increasing numbers of Stage 2 & 3 students exposed to using online learning tools to complement and enrich learning. Some students are starting to produce and share work with their peers and teachers. Additional funds will need to be spent in 2018 to enable teachers to achieve this improvement measure.

Next Steps

In order to further strengthen our school in these areas our next steps are to:

- Implement updated Science scope and sequence and check the quality of scope and sequences in other curriculum areas
- Continue to purchase additional laptops and charging trolleys to give students greater access to laptops so that they can be used more frequently in learning activities
- Set up small banks of iPads for each class so that all students can access iPads as required
- Continue staff collaboration in using G–Suite and Microsoft 365 for programming and online sharing
- Continue to consolidate our school values program in all classrooms for 2018.

Strategic Direction 2

School Excellence

Purpose

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

Overall summary of progress

Throughout 2017 we have continued to move towards achieving school excellence in a range of areas. This progress has included:

- Seven teachers (including all school executive) forming a Focus on Reading Phase 1 leadership team trained as trainers and attending eight days of training throughout 2017
- Focus on Reading Phase 1 module 1 registered professional learning being completed by most staff with an initial focus on the super six comprehension strategies to further improve reading results
- Executive staff tracking student data and discussing student progress in literacy and numeracy via PLAN and SMART
- New staff trained in Targeting Early Numeracy (TEN) and results being tracked as required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 90% of staff engaged in quality literacy and numeracy professional learning which is linked to staff Performance Development Plan goals.	\$15,000 Registered professional learning completed by 7 staff members over 8 days. Purchased 35 x Focus on Reading Professional Learning folders to be used by all staff.	School has a team of executive and teachers trained as instructors in Focus on Reading Phase 1. Greater than 90% of staff have complete Module 1 Focus on Reading Professional learning which is 14 hours of registered professional learning. All teaching staff Professional Development plans contained a comprehension goal and included a teacher observation as evidence.
All Kindergarten teachers using Best Start data and an increased % of teachers using PLAN data to monitor and track students to guide programming.	Best Start assessment completed by all staff. Professional Learning for teachers in stage meetings as required.	K-2 staff have increased their use of PLAN and it is being increasingly used to help in planning adjustments for student learning. PLAN has been used to demonstrate differentiation in class programs.

Next Steps

In order to further strengthen our school in these areas our next steps are:

- Whole staff professional learning will be undertaken in using learning progressions in literacy and numeracy and staff will be supported in making the change from using PLAN (Planning literacy and numeracy software) to PLAN2 (Planning Literacy and Numeracy software version 2 matched to learning progressions)
- Training in Focus on Reading module 3 and 3 will be undertaken in 2018
- Training in Targeting Early Numeracy (TEN) for new staff will continue in 2018
- Literacy and numeracy will remain at the centre of school planning for the 2018–2020 school plan.

Strategic Direction 3

Community Excellence

Purpose

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

Overall summary of progress

Throughout 2017 we have continued to move towards achieving community excellence in a range of areas. This progress has included:

- Our SOS (Supporting Our Students) program continued this year and provided learning support to a growing number of students in our school
- Strong links have been developed with Western Sydney University (WSU) through the Classroom Without Borders program. This involved our Learning and Support Teacher and pre – service teachers delivering a mathematics and a literacy intervention program to target students who require support. This program has been very successful and will continue in 2018 to support our students
- Community Language Other Than English (CLOTE) team established stronger links with the Chinese community through our involvement in Chinese cultural dance, China Day, Chinese Language Spectacular and our Dragon Dance group performances. CLOTE students also performed for all K–6 students in Chinese, with English subtitles, as a celebration of the Autumn Festival
- Our strategic direction team, P & C representative and a graphic designer employed by the school, worked together to update our school logo, school letterhead and the school website.
- The school leadership team and the P & C executive have consulted with members of the community, parents, staff and students to review the progress on the current School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase % of parents trained by staff in the Supporting Our Students (SOS) program and working within our school.	\$20,000 Additional day of staffing for Learning and Support Teacher.	Over the 3 years of the school plan there has been an increased % of parents trained and delivering tutoring programs to our students. There has also been an increased number of opportunities to connect with the school community.
Over 70% of parents and / or carers are satisfied with the effectiveness of communication between school and home.	\$3000 To employ graphic designer and pay for printing required for new stationery.	89% of parents found the school website useful or very useful for communicating news about the school. 85% of parents found the school newsletter useful or very useful for communicating news about the school. 84% of parents found formal interviews useful or very useful for discussing their child with the school.

Next Steps

In order to further strengthen our school in these areas our next steps are:

- Continue WSU program in literacy and numeracy and increase number of tutors (Magic Maths and BEAR)
- Continue Parent workshops for Connecting Parents in our Community (CPC) and Language Links (LL)
- From the start of 2018 we will be introducing a new platform for communicating with parents. This will allow us to improve communication using email, SMS and push alerts. This will be a more streamlined process for parents with all communication in one location.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 595	<p>All Personalised Learning Pathways (PLP) completed for indigenous students.</p> <p>School learning Support Officer (SLSO) support delivered to identified students requiring personalised learning.</p> <p>Teacher attended professional learning on Aboriginal education and developed PLP template.</p>
English language proficiency	\$325 009	<p>3 English as an Additional Language or Dialect (EAL/D) teachers worked across the school to provide a well targeted and effective program for all EAL/D students.</p> <p>Refurbishment of EAL/D room including student furniture, cupboards and noticeboards.</p> <p>Purchase of EAL/D resources to support student learning.</p>
Low level adjustment for disability	\$95 125	<p>1 LaST 3 days per week and additional LaST time of 8 hours per week to meet an increase in student needs.</p> <p>All students identified with additional needs have individual learning plans which are reviewed with parent consultation.</p> <p>Pre-school visits were conducted as part of the transition to school program for Kindergarten enrolments with additional needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing Allocation</p> <p>0.370 Semester 1</p> <p>0.848 Semester 2</p>	<p>Staff attended professional learning for Focus on Reading to develop school trainers.</p> <p>Teacher teams across year levels visited Connells Point Public School to observe Focus On Reading program in classrooms.</p> <p>Teachers observe colleagues practice in the implementation of Focus on Reading strategies.</p> <p>Executive team work with stage teams to develop quality teaching practice.</p>
Socio-economic background	\$23 765	<p>SLSO employed to support student needs across the school setting.</p> <p>Full language assessments conducted for identified students.</p> <p>Student Assistance provided for school activities as required.</p>
Support for beginning teachers	\$16 320	<p>2 Beginning teachers continued to receive additional time in their second year of teaching for planning and collaboration.</p> <p>Beginning teachers accessed professional learning and made observations of classroom practice.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	251	249	243	259
Girls	230	242	254	247

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	94.6	93.3	93.9
1	95.5	93.7	95.9	93.1
2	95.7	97	94.6	93.8
3	95.7	93.8	96	94.5
4	96.3	95.5	96.1	96.1
5	95.7	97	97	95.7
6	95	94.3	94.8	92.9
All Years	95.7	95.1	95.4	94.3
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

All teaching staff are issued with a copy of Student Attendance Procedures and informed of their responsibilities regarding student attendance during induction or at the beginning of the new school year. Teachers mark electronic rolls each school day and communicate with parents regarding reasons for student absences.

Student attendance is also monitored fortnightly and our Learning Support Team works in partnership with parents to identify and implement strategies that address the learning and support needs of a student with concerning attendance patterns. Application for Home School Liaison support will be made by the Learning and Support Team as required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.01
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	3
School Counsellor	0
School Administration & Support Staff	2.96
Other Positions	2

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their work force. No members of the staff at Hurstville South Public School identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

During 2017 professional learning was facilitated via staff development days, staff meetings, stage meetings, online courses and face to face training. Some of the highlights include:

- Seven staff trained as instructors in delivering Focus on Reading Phase 1 which is allowing us to gradually present the whole program to all staff
- Executive and aspiring leaders attended a range of leadership professional learning experiences throughout the year to continue to develop these skills
- Staff member attended professional learning in

Aboriginal Education

- Staff members completed CPR and anaphylaxis training
- a small group of teachers also completed the process of gaining accreditation at the proficient stage of the Australian Professional standards for teachers.

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 Actual (\$)
Opening Balance	330,622
Revenue	4,350,104
Appropriation	4,037,874
Sale of Goods and Services	20,942
Grants and Contributions	285,628
Gain and Loss	0
Other Revenue	0
Investment Income	5,660
Expenses	-4,352,098
Recurrent Expenses	-4,352,098
Employee Related	-3,828,630
Operating Expenses	-523,468
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-1,994
Balance Carried Forward	328,628

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

Additional building and playground renovations will be completed in 2018 and some money has been saved for this purpose.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,164,420
Base Per Capita	75,955
Base Location	0
Other Base	3,088,465
Equity Total	446,494
Equity Aboriginal	2,595
Equity Socio economic	23,765
Equity Language	325,009
Equity Disability	95,125
Targeted Total	21,395
Other Total	297,689
Grand Total	3,929,998

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.

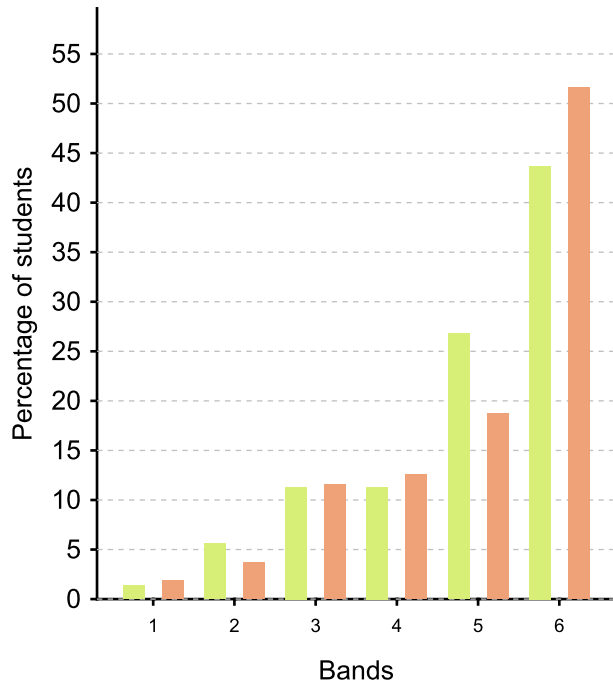
School performance

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.

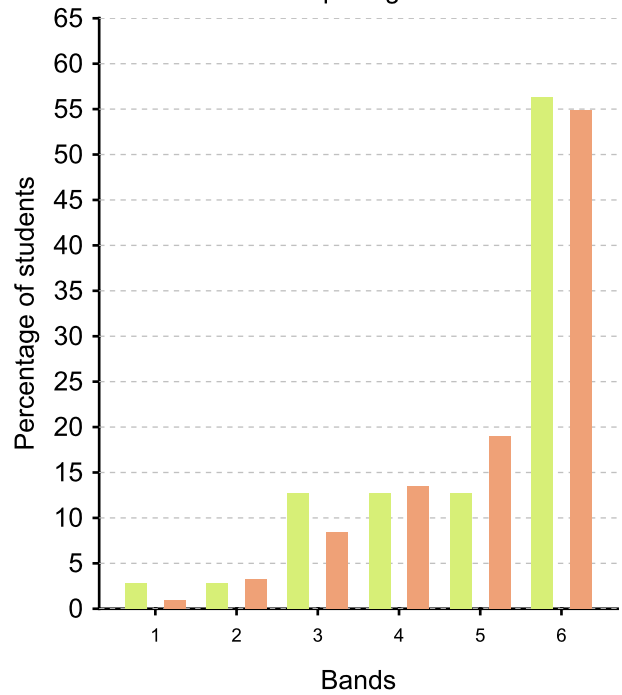
It is pleasing to see that 71% of students in Year 5 show greater than or equal to expected growth in reading from Year 3 to Year 5. Also 72.6% of students in Year 5 show greater than or equal to expected growth in grammar and punctuation from Year 3 to Year 5. Year 3 and Year 5 results in literacy remain well above state average.

Percentage in bands:
Year 3 Grammar & Punctuation



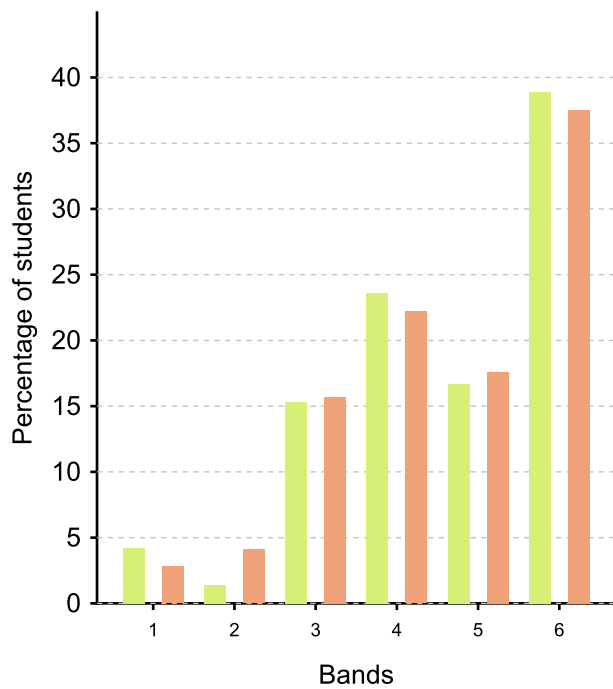
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



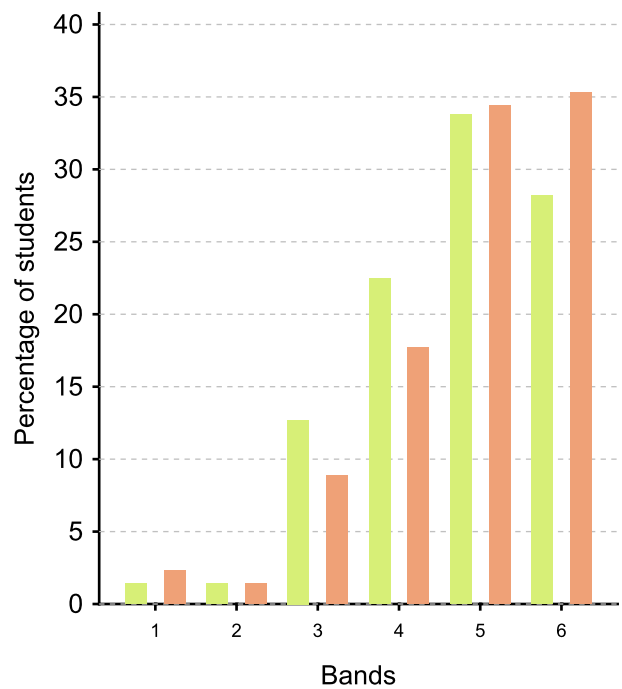
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



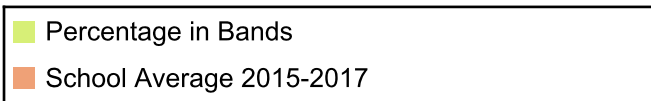
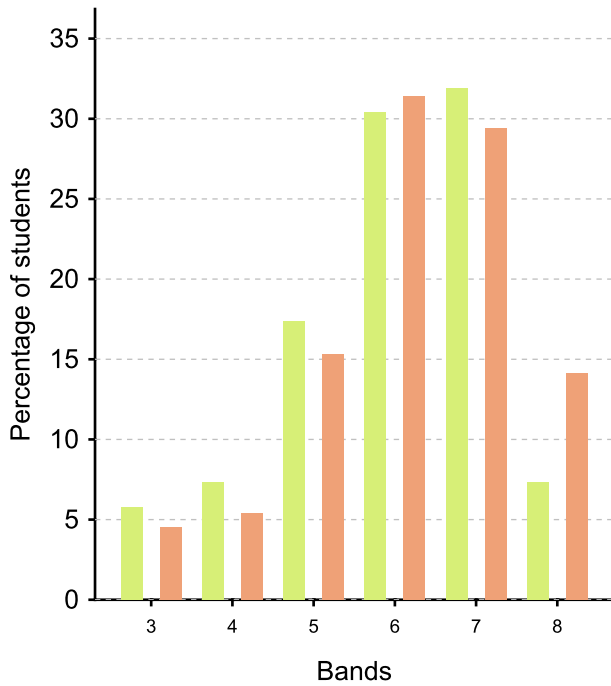
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

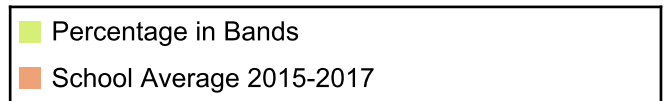
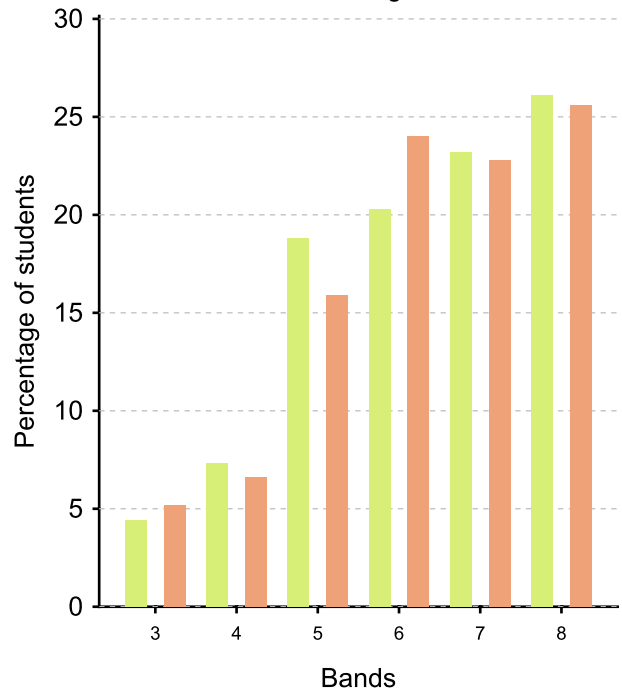


Percentage in Bands
School Average 2015-2017

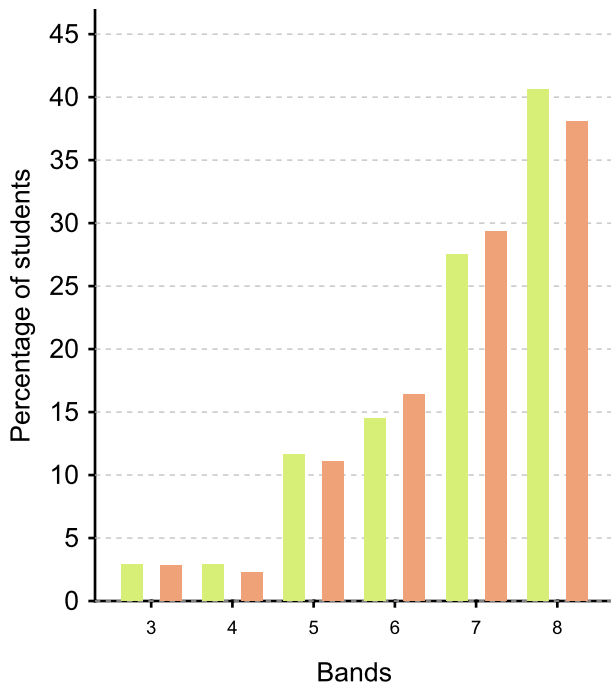
Percentage in bands:
Year 5 Writing



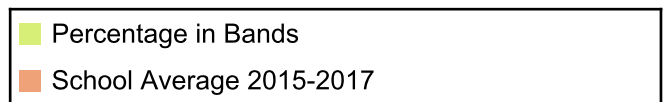
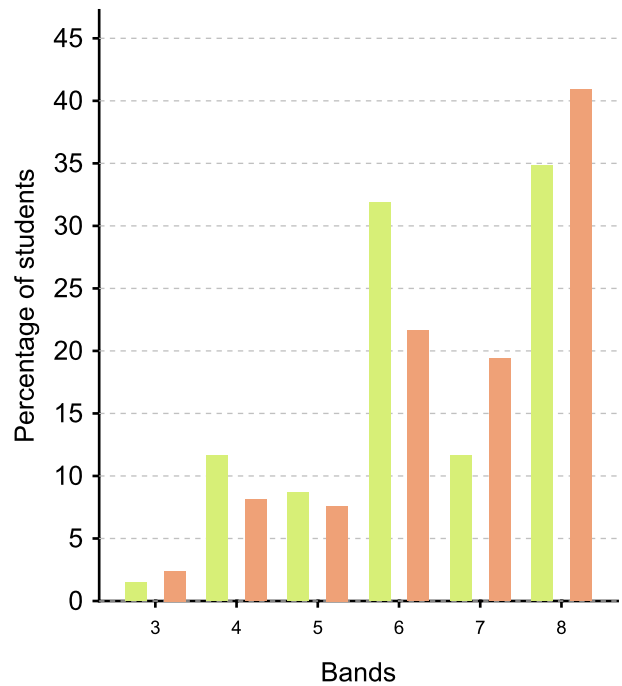
Percentage in bands:
Year 5 Reading



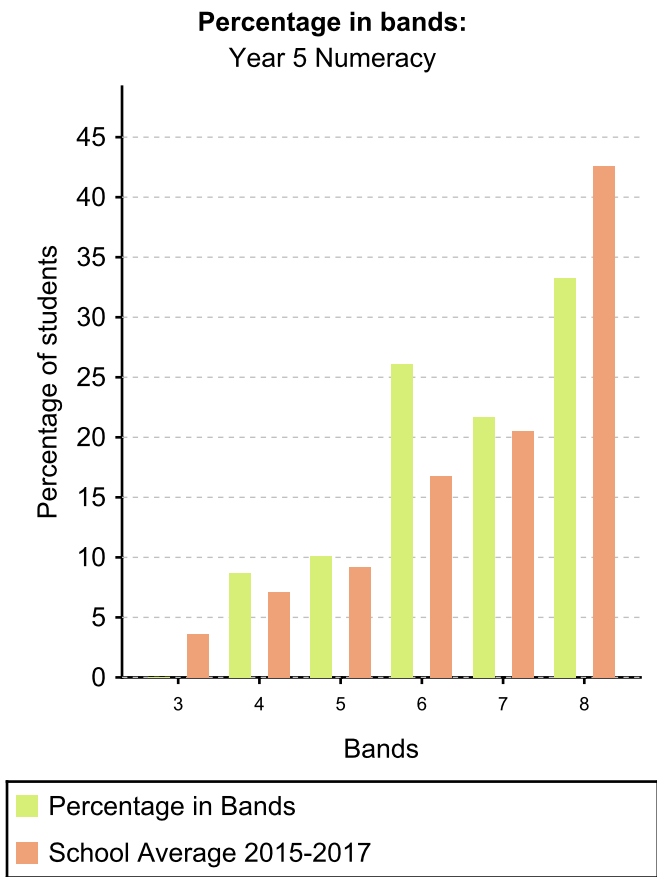
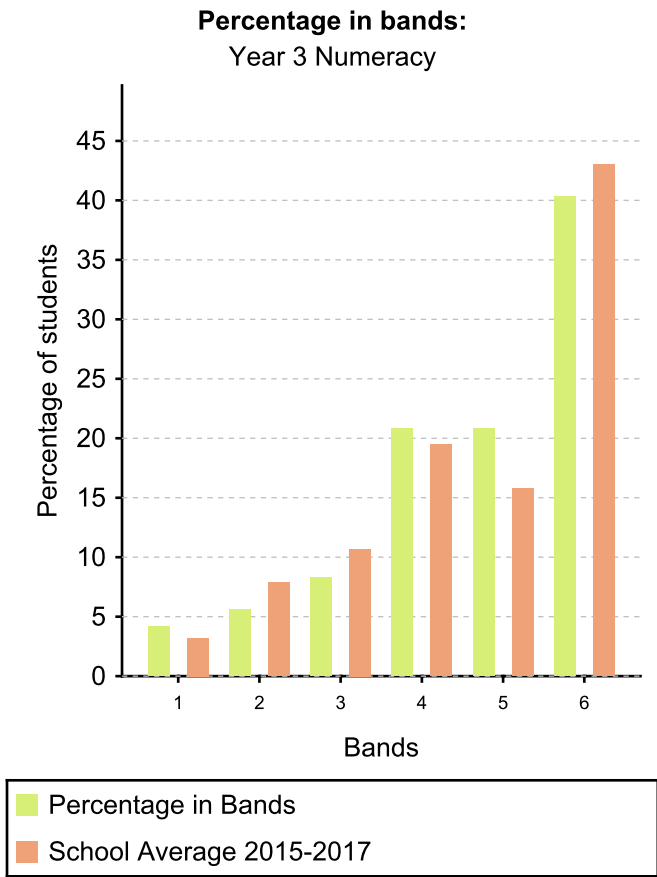
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



79% of students in Year 5 show greater than or equal to expected growth in numeracy from Year 3 to Year 5. Year 3 and Year 5 results in numeracy remain well above state average.



Parent/caregiver, student, teacher satisfaction

Student Satisfaction Survey

One hundred and sixty nine students in Years 4, 5 and 6 completed the Tell Them From Me survey in September. The student survey asked students 10 questions based on their social–emotional outcomes and the drivers of these outcomes. The survey results provided the following information:

- 95% of students indicated that they demonstrate positive behaviour at school with 89% reporting that they have friends at school they can trust and who encourage them to make positive choices. The mean results were above the NSW Government Norm and above the norm for both girls and boys in both areas.
- 81% of students reported that they are interested and motivated in their learning with 94% of students indicating that they try hard to succeed. They agree that the school has a positive learning environment with high expectations for success and advocacy at school where they are encouraged and supported.

Parent Satisfaction

Parents completed the Tell Them From Me survey and the survey results provided the following information:

- Parents rated school safety, feeling welcome at the school and being informed as school strengths and these were rated at a similar level to the average rating of other parents in NSW Government schools.
- 91% of our parents expect that their child/children will go to university showing that our parents hold high expectations of successful education.
- Parents rated the school support of positive behaviour a little lower than other parents in NSW Government schools and this is an area we have selected to focus on in our 2018 – 2020 school plan.

Teacher Satisfaction survey

Teachers completed the Tell Them From Me survey and the survey results provided the following information:

- 84% of teachers either agree or strongly agree that school leaders are leading improvement and change within the school
- 84% also agree or strongly agree that school leaders clearly communicate the strategic vision and values for the school
- teachers rated collaboration and learning culture as school strengths and these were rated at a similar level to the rating of other teachers in NSW Government school ratings.

Thank you to everyone who completed a survey and added valuable data to our school review process.

Policy requirements

Aboriginal education

Hurstville South Public School is committed to improving Aboriginal and Torres Strait Islander students educational outcomes by providing students with the opportunity to participate in cultural activities and by developing Personalised Learning Pathways with Aboriginal students and their families. Across curriculum perspectives are included in all learning areas. A specific focus on Aboriginal Education is taught in Human Society and its Environment.

Hurstville South Public School also held a special assembly in the school hall this year to celebrate NAIDOC Week. This assembly celebrated the contribution of Aboriginal and Torres Strait Islander peoples to Australian history, society and culture. Students dressed in red, black or yellow, the colours of the Aboriginal flag, for the day. Students all contributed to an artwork based on Aboriginal painting techniques and this was displayed on the wall in the school hall.

Multicultural and anti-racism education

Hurstville South Public School is proud of its diverse multicultural community. We promote tolerance and understanding of other cultures through our whole school values education program.

All of our students attend two hours per week of Chinese language and culture lessons through our Community Language other than English (CLOTE) and Languages Other Than English (LOTE) program.

Students were involved in the Sydney Chinese Language Spectacular this year. There were 18 of our students in the combined choir and dragon dancing at Sydney Town Hall. It was a very memorable experience seeing our students with our dragons on the steps of the town hall. I am sure the photos taken were proudly shared with friends and family in Australia and around the world.

It was an absolute delight to see our school community engaged in the Student Representative Council "Working Together Day" this year. Students, parents and grandparents wore traditional dress from the country of their cultural origin or dressed in the colours of their selected class flag. The cultural diversity within our school was proudly on display!

All students participated in sporting activities related to different continents which were designed by our Student Representative Council. This created a lot of learning about different cultures around the world.