

Hurstville Public School

Annual Report



2018



2197

Introduction

The Annual Report for **2018** 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.

Mark Steed

Principal

School contact details

Hurstville Public School

Forest Rd

Hurstville, 2220

www.hurstville-p.schools.nsw.edu.au

hurstville-p.school@det.nsw.edu.au

9587 3963

Message from the Principal

I am pleased to present the 2018 Annual Report for Hurstville Public School. In the first year of our 2018 – 2020 School Plan, our school has maintained a clear and relentless focus on continual improvement and the provision of a relevant and contemporary education for all children. In addition to this, our priority is to foster a deep commitment from all members of our school community to lifelong learning.

During 2018, Hurstville Public School has continued a significant focus on the Transforming Schools Initiative. This initiative is based on a co-construction between Hurstville Public School staff and Dr Miranda Jefferson. In 2018, all teaching staff members of Hurstville Public School were provided with the agency to decide the form of learning they wished to undertake during the year. Two versions of transformative professional learning were offered to staff, an express version delivered over one semester or an extended version that provided more opportunities for reflection and was delivered over the entire year. Forty four members of our staff elected to undertake the express version of this professional learning and this translated to a large shift in how this learning was then cascading into many examples of contemporary classroom teaching practice. Our Community of Practice with Carlton Public School, Hurstville South Public School and Mortdale Public School continued to thrive in 2018 and a number of collaborative opportunities for members of our combined staff were delivered. Examples of best practice in collaborative planning were also shared across school sites with practitioners from Hurstville Public School sharing their collaborative planning model and scaffolds with staff of the other three member schools. During 2018, the four Community of Practice schools have planned out a significant number of collaborative experiences for 2019 to involve all of our members of staff in different combined professional learning opportunities. The value that the community of practice model is adding to each school is becoming very apparent with secondary collaborative experiences being created that sit outside of our main contemporary learning focus area.

The Hurstville school community came together for two large scale events in 2018. During Education Week, Hurstville Public School held an Open Day for our community members to visit the school site and experience a snapshot of 4C contemporary learning practices and a gallery walk of 4C learning experiences developed by our students. This Open Day was very well supported by the community with six hundred participants being present on the day and sharing this opportunity to come together in support of Education Week. The second large scale event for 2018 was the Hurstville Public School Showcase. The Showcase has grown exponentially since its inception in 2015 and now includes 650 students from Hurstville Public School. Showcase unites our school community in celebration of our students and their ability. 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. In 2018, Showcase could no longer be contained to one performance and a matinee performance was added. Another addition to Showcase for 2018 was the engagement of a professional videography company to capture the event and provide community members the opportunity to obtain a copy of the Showcase performance on USB.

The Hurstville school community can be very proud of the significant contribution of all stakeholders in the design and

construction of the upgraded Kindergarten play area. This project has been through a significant design and tender phase during 2018, with the construction of the Kindergarten area to be finalised at the beginning of 2019. When completed, this area will provide a safe and even play surface for students and will provide additional seating solutions for community members and the holding of community events.

Road safety remains an issue of significant concern for the school community. As the traffic volume and relentless high density development in the local area continues to increase at a breakneck pace so do the many challenges with arise with road safety. The school administration and the P&C continue to work with representatives from Georges River Council to implement the strategic traffic management plan developed in 2017. Finally, I would like to acknowledge the amazing 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 incredibly fortunate to be the Principal of this wonderful school.

I would also like to acknowledge the Hurstville P&C for their incredible support of the school, their wisdom and their tireless work in support of our identified priorities that best support our students and meeting their needs. I would like to take the opportunity to thank the members of the P&C Executive team who have, as always, been so incredibly generous with their time during 2018.

2018 has proven to be a successful year for Hurstville Public School and I am very much looking forward to seeing how our School Plan priorities continue to grow and develop in 2019.

Mark Steed

Principal

Message from the school community

Over 2018, our Hurstville Public School (HPS) P&C had a year of consolidation. Enjoying the fruits of past efforts in establishing our purpose and role within the school, the P&C was able to have a relaxing year and direct energy and focus on the "basics" – the running, operations and general business of the P&C.

Over the year, the P&C also undertook our traditional community focus activities such as Easter, Mother's Day and Father's Day celebrations. With a new fund raising model being trialled, these activities were run as purely community fun events for the students and families.

Pedestrian safety around the school and surrounding streets continues to be a major concern for the P&C. Particularly given the size of the school, narrow/limited vehicle access at pick up/drop off points and young age of our students. To this end, the P&C, together with the Principal successfully lobbied for multiple sensible changes around the school perimeter including upgrades to footpath railings, relocation of a bus stop and other pedestrian safety initiatives. Thanks and recognition go to our GRC Mayor Mr Kevin Greene and Kogarah MP the Hon. Mr Chris Minns for supporting our community and coordinating a number of government agencies to come together for these changes to happen. However, our work is far from done, and accordingly, traffic safety remains an ongoing and open discussion involving GRC, NSW Police, RMS and representatives from other nearby schools.

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

Over 2018, the P&C also focused on a number of issues of interest and impact to our school community including:

- The increasing number of student enrolments and associated demands on school facilities (classrooms, toilet blocks, hall, canteen etc)
- Encouraging community focus to align with the school objective of applying a *broader measures of success* than strictly academic metrics when assessing student performance and progress

The P&C would like to acknowledge and thank the NSW Government's – Community Building Partnership program of 2018 and our local NSW Member of Parliament, the Hon. Mr Chris Minns, for supporting the P&C with a grant for the purpose of undertaking a playground upgrade to Area 1 – with exciting outdoor equipment and upgrades planned.

Hurstville Public School saw a solid year of growth across our staff professional development and student outcomes. This report would not be complete without acknowledging the exceptional leadership and passion our Principal Mr Mark Steed has brought to the school, with HPS now notably a regional focal point through the *Community of Practice* collaborative effort that Mr Steed has led. Our school community is extremely proud and fortunate to have Mark and the entire staff teaching our children to prepare them for the challenges of high school and ultimately, life in the 21st Century.

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 also acknowledge and thank our wonderful staff who are always striving to improve the

educational opportunities and experiences for all students attending Hurstville Public School.

Mr Jason Yeo

P&C President 2018

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:

Learning Culture: Sustaining and Growing

At Hurstville Public School, there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Wellbeing: Sustaining and Growing

Hurstville Public School collects, analyses and uses data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Curriculum: Sustaining and Growing

Hurstville Public School's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Assessment: Delivering

At Hurstville Public School there is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Reporting: Delivering

Hurstville Public School analyses internal and external assessment data to monitor and report on student and school performance. It provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Student Performance Measures: Sustaining and Growing

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 for NAPLAN 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:

Effective Classroom Practice: Sustaining and Growing

Teachers at Hurstville Public School regularly collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Data Skills and Use: Delivering

Teachers at Hurstville Public School access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The school leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Professional Standards: Delivering

Teachers at Hurstville Public School use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. The attainment of their professional goals in their Performance and Development Plans and their maintenance of professional accreditation are supported by the school.

Learning and Deveopment: Sustaining and Growing

At Hurstville Public School, teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leadership:

Educational Leadership: Delivering

At Hurstville Public School, professional learning emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong platform of leaders. The school's leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.

School Planning, Implementation and Reporting: Delivering

The Hurstville school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. The leadership team engages in a process of planning, implementation,

monitoring and self–assessment, and leads the collaborative development of evidence–based school plans.

School Resources: Sustaining and Growing

At Hurstville Public School, the leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Management Practices and Processes: Delivering

Hurstville Public school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. The leadership team of the school measures school community (parent and student) satisfaction. Flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

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

Contemporary Learning

Purpose

The purpose of contemporary learning is to respond to a rapidly changing society by enhancing deeper collaborative, transformational practices across the whole school and wider community. Successful learners will be able to demonstrate adaptability, effective communication and a growth mindset that supports creativity, critical reflection and lifelong learning.

Overall summary of progress

In 2018 we witnessed significant momentum in the Transforming Schools initiative with all teaching staff members selecting and undertaking the first phase of professional learning. Staff were offered the choice of a compacted, fast paced learning opportunity or a slower experience with more opportunities for reflection. Forty four staff members elected to undertake the compacted version of the professional learning and completed this during Semester 1. This was a significant point of progress, as a large number of staff were undertaking collaborative classroom visits as a part of this professional learning and witnessed aspects of this contemporary practice taking place in classrooms and seeing the impact these practices were having on students and their learning. Students were being provided with agency as learners and being provided with regular opportunities to share their ideas and focus on listening and adding to the ideas of others.

The use of technology to further collaborative practices across the school and our Community of Practice was a major shift not only in the deepening of our understanding of contemporary technology but also in our collective mindset. We embarked on an ambitious plan to deliver rigorous professional learning to support the transition of all documents, programs, plans and assessments onto Microsoft 365 Teams. This shift in technology use and thinking significantly changed the way all staff members were interacting, sharing information and truly collaborating in the development of grade programs, units of work and assessments. By the conclusion of 2018, the majority of files stored previously on the school server had been updated to shared documents and stored on this cloud based solution. The impact of this change moved beyond our school and is now standard when working with any groups across our Community of Practice.

During first semester, we experienced limited success with the formation of an OC/Gifted and Talented network with Woollahra Public School and Caringbah North Public School. Whilst efforts were made to establish regular communication and begin meeting to plan out the shared experiences for the year, this was slow getting underway. During Semester 2, there was significant movement with the three teams meeting together and formulating a plan. A workshop for all OC teachers across the three schools was planned for Term 4, however, this did not come to fruition. What did emerge was a shared interest in wellbeing programs that support the development of emotional regulation in students, particularly those experiencing anxiety. Woollahra Public School had been implementing a wellbeing program titled Grow Your Mind and its focus was not only on emotional regulation but also on providing students with a language system that allows them to personify their feeling and emotions in order to be able to verbalise how they are feeling and to help them understand they can manage their emotions successfully. Hurstville Public School undertook further research on this program to explore its possible alignment with PBL. In 2019, members of the team from Hurstville PS will be visiting Woollahra PS to see this program in action and to speak to teachers and students about their reflections on the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher programs, observations and reflections show increasing opportunities for deeper collaboration throughout the school (shared units, shared assessment, shared planning, student presentations, samples of quality practice).	Collaborative Planning: \$37, 500 – HR Costs for relief of staff. \$7500 per planning cycle X 5 cycles in 2018.	As a result of our participation in the Transforming schools project, teachers have been provided increasing opportunities for deeper collaboration through a collaborative planning day model. Collaborative planning survey data collected from staff in November 2018 has indicated that 58% of staff indicated the dedicated formal collaborative planning time provided increased productivity and provided opportunities for collaborative development of teaching units. 74% of staff indicated they believed the process of having regular afternoon sessions to collaboratively

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Teacher programs, observations and reflections show increasing opportunities for deeper collaboration throughout the school (shared units, shared assessment, shared planning, student presentations, samples of quality practice).</p>		<p>plan further encouraged a practice of self reflection and improved programs</p> <p>Survey data indicated that 89.01% of staff wanted a platform that enabled increased collaboration opportunities and flexibility of access. Evidence demonstrates the deployment of professional learning for the whole staff on the use and implementation of Microsoft Office 365 through the use of focus teams and allocated time for PL on School Development Days. Results of the Microsoft Teams implementation demonstrates the use of collaborative planning and capacity of staff to engage in collaborative planning days by directly programming into Microsoft Teams – further providing deeper collaboration with shared units, assessments and planning. The addition of an Instructional Leader (IL), Technology for Learning in Semester 2 has enabled upskilling of staff using robotics and coding K–6. All staff who felt the need for additional support have been able to book the IL using our online resource booking system. This additional resource has been accessed throughout Semester 2 and an increasing percentage of staff are using the Robotics and Coding resources effectively in class.</p>
<p>Staff developed rubrics and assessments show increasing opportunities for students to engage with the 4Cs of contemporary learning.</p>	<p>Transforming Schools Initiative:</p> <p>\$79, 000 – Professional Learning Funds – HR Costs for relief</p> <p>\$30, 000 – Presenter fees – school funded</p> <p>\$40, 000 – HR Costs for relief of staff – School funded</p>	<p>As a result of the Transforming Schools project and the implementation of the collaborative planning mechanism, each grade and specialist team has been able to collaboratively develop units of work that show clear evidence of effective contemporary learning strategies. Through the delivery of these programs, students are demonstrating a deeper understanding of the learning dispositions and what dispositions a successful learner needs. TTFM data indicates students are showing increasing engagement with 4C learning. Staff have commented that they are noticing and observing increased evidence of student voice, deeper connection to the units of work being taught and students are better focused and working collaboratively.</p> <p>4C assessment rubrics have been trialled in a range of classes but need further refinement before being used more extensively across the school, as some components required greater clarity to be effective.</p>
<p>Student voice, work samples and reflections show increased student understanding of learning dispositions, adaptability and mindsets to be a successful learner.</p>	<p>Collaborative Classroom Visits:</p> <p>\$20, 000 – HR Costs for casual relief of staff</p>	<p>Results from the contemporary Learning survey collected through Tell Them From Me Survey question, and school developed contemporary learning survey indicates that the majority of teachers are seeing evidence of higher levels of student engagement, greater agency for both students and teachers as learners and the development of a common language system to discuss and reflect on aspects of contemporary learning. Teachers also indicated that there was an increase in the use of the Learning Disposition Wheel to identify the characteristics of an effective learner.</p>

Next Steps

From analysis on current progress, we have identified the following future steps:

- To use the Hurstville Public School ICT Scope and Sequence to authentically embed through collaborative planning, technology use (in particular coding and robotics) across the curriculum, not solely through Science and Technology to engage and improve student learning outcomes.
- To explore more of the applications in the Microsoft Package for increased collaboration and communication across all staff at HPS and within our Community of Practice.
- To engage all staff with Collaborative Classroom Visit and Deep Noticing and Action process to address the 2019 School Goal 'To enhance our practice through Critical Reflection and Action.'
- To continue to build partnerships with our Community of Practice (COP) by strengthening our belief in the importance of contemporary learning by shaping connections, sharing knowledge, skills, best practice and experiences, to learn from each other and have a commitment to building a strong healthy culture of collaboration.

Our future directions for 2019 include:

- Community of Practice – Community Language (CL) and Languages other than English (LOTE) meeting twice a term.
- Establishment of a Community of Practice for EALD, 4C Learning for New Staff, Library, LAST and SLSOs.
- Leadership Teams engaging in professional learning around the 10 common pedagogies that sit under the Pedagogy Parachute coherence maker.
- 4C Assessment and Reporting represented in the student reporting cycle.
- Community of Practice Combined School Development Day Term 3, 2019 Bazaar–250 staff, across two campuses, 30 stalls exhibiting how teams have collaborated to demonstrate contemporary learning practices in their classrooms.



Strategic Direction 2

Visibility

Purpose

The purpose of visibility is to enhance staff, community and student understanding of learning progress, reflection and Visible Learning practices. Through visibility, staff, students and parents will have a clear understanding of student achievement and what each individual needs to learn next. Through instructional leadership, differentiation and collaboration, there will be increasing value added growth in both internal and external measures. Through this, parents will better understand their child's individual progress and contemporary classroom practice via the use of technologies for learning.

Overall summary of progress

In 2018, a large emphasis was placed on developing deeper collaborative structures across the school that regularly created opportunities for our teachers to be working together on the development of high quality, relevant programs and units of work. At the same time, systems were explored to create further opportunities for our teachers to be teaching together, sharing effective practice and having opportunities for reflection on their own practice. The most significant driver throughout this time period was the establishment of a whole school collaborative planning system that aligned grade teams with EAL/D, LAST and Community Language specialist teachers. Collaborative planning was launched as a whole day model for grade teams to work with specialists and to collaboratively develop contemporary units of work to use in the upcoming terms. After gathering initial feedback from teams, it was determined that the whole day sessions were not enough and so the model was adjusted so collaborative planning was a whole day for each team at the beginning of a term plus three afternoon professional learning sessions in weeks three, six and nine of every term. As we moved through this structure, teams began to really understand what it takes to successfully collaborate, to ensure all voices are heard and to recognise the difference between cooperation and collaboration. Collaborative planning moved our thinking forward significantly in terms of how we would create opportunities for students to develop their understanding of successful collaboration.

2018 proved to be a significant year for the development of our outward facing connections with other schools, academic partners, local support agencies and youth services. Our commitment to building partnerships is centred on the notion that in order to test the relevance and rigour of what we are doing, it must be when we are collaborating with others outside our of our everyday perception. The creation of our contemporary learning Community of Practice with Carlton Public School, Hurstville South Public School and Mortdale Public School has already proven to be a valuable way of evaluating what we are doing. The Community of Practice has already helped all schools to deepen their understanding of what is needed to foster a successful and ongoing collaborative learning community. At the same time, the Community of Practice has challenged our thinking as we learn together and synthesis that learning into effective classroom practice. Regularly challenging our perceptive and seeing how others have interpreted and developed similar material has been both challenging and enlightening.

The collection and analysis of data has been a focus area that has needed greater priority across Hurstville Public School. Whilst it is a clear part of the school culture to collect data, what has been done with limited success in the past has been the systematic analysis of the data and then the sharing and reflecting on the evaluative conclusions drawn from the analysis. In 2018, staff began examining the forms of data being regularly collected and what was currently being done with it. In most cases it was being recorded but there was then only limited action beyond this point. As a school, we have concluded that building our shared understanding of data literacy was the first priority to be undertaken. Members of the leadership team completed SCOUT training and began exploring the forms of data available to the school via this platform. Whilst a significant amount of preliminary work was completed in this area on the collection and use of data, building our collective capacity in the collection, use and analysis of a wide range of data forms will be a major priority for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing value added growth using internal and external evidence sources in literacy and numeracy.	Scout – training for all leadership team members HR Cost \$5,000 for casual relief	72.7% of our Year 5 students achieved at or above expected value added growth in reading, compared with a state value added growth figure of 63.2%. (2017 School growth – 69.9%) In writing, 71.7% of students at Hurstville achieved at or above expected value added growth

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing value added growth using internal and external evidence sources in literacy and numeracy.		<p>compared with the state value added growth result in writing of 59.6%. (2017 School growth – 63.6%)</p> <p>74.9% of Year 5 students achieved at or above expected value added growth in grammar and punctuation compared with the state value added growth of 56.5%. (2017 School growth – 73.7%).</p> <p>In spelling, 69% of Year 5 students at Hurstville Public School achieved at or above expected value added growth compared with the state result of 58%. (2017 School growth – 75.4%)</p> <p>76.5% of our Year 5 students achieved at or above expected value added growth in numeracy, compared with a state value added growth figure of 59.8%. (2017 School growth – 79.8%)</p>
An increasing proportion of students in the top two bands in literacy and numeracy, with specific focus on moving and developing EAL/D learners.		<p>In 2018, the percentage of Year 3 students from Hurstville Public School in the top two bands in reading was 62.18%. The percentage of Year 3 students in the top two bands in numeracy was 62.18%.</p> <p>In 2018, the percentage of Year 5 students from Hurstville Public School in the top two bands in reading was 60.71%. The percentage of Year 5 students in the top two bands in numeracy was 69.9%.</p> <p>From our EAL/D equity groups, percentages of students in the top two bands for NAPLAN reading and numeracy 2018 are:</p> <p>Emerging:</p> <p>Year 3 reading: 35.35%</p> <p>Year 3 numeracy: 35.29%</p> <p>Developing:</p> <p>Year 3 reading: 62.92%</p> <p>Year 3 numeracy: 60.67%</p> <p>Year 5 reading: 22.39%</p> <p>Year 5 numeracy: 32.84%</p> <p>Consolidating:</p> <p>Year 3 reading: 93.55%</p> <p>Year 3 numeracy: 96.77%</p> <p>Year 5 reading: 83.74%</p> <p>Year 5 numeracy: 92.68%</p>
Parents' surveys show increased understanding of and positive affirmation of individual learning	Tell Them From Me – <i>Partners in Learning</i> survey	Partners in Learning Parent survey responses: How confident are you in understanding what your child is learning at school?

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
goals and contemporary classroom practices.		<p>30% responded – <i>I have a good understanding of what my child is learning at school and can explain it.</i></p> <p>58% responded – <i>I have some understanding of what my child is learning at school.</i></p> <p>Partners in Learning Survey Item responses:</p> <p><i>I am well informed about my child's progress in school subjects.</i> (5.0 out of possible 10)</p> <p><i>My child is encouraged to do his or her best work.</i> (7.0 out of possible 10)</p> <p><i>Teachers take account of my child's needs, abilities, and interests.</i> (6.0 out of 10)</p>
A range of internal and external student assessment data is increasingly used school wide to identify student achievement and inform future directions.	<p>SENTRAL – Full Suite Licence</p> <p>\$5800 for 2018</p>	<p>All executive staff, EALD staff and a focus group of staff were trained in the National Literacy and Numeracy Progressions to facilitate the roll out of the progressions to all staff in 2019.</p> <p>All Kindergarten 2019 staff were trained in the new Best Start Kindergarten Assessment and Year 3 & Year 5 staff conducted the NAPLAN Online School readiness test. This will enable staff to effectively gather and analyse data in 2019.</p> <p>Internal data collected during the year indicated significant improvement in reading comprehension for targeted Tier 2 students, with an average increase of 3 reading levels in Semester 2.</p>
Quality valid and reliable data is collaboratively used to increasingly inform planning, identify interventions and modify teaching practice.		<p>NAPLAN and Best Start assessments are used to assess student progress and achievement against syllabus outcomes. OC and Selective High School assessment data from internal and external sources is reviewed and compared to make accurate judgement of student progress.</p> <p>EAL/D team members established protocols and led data informed conversations with each grade team that focused on whole cohort EAL/D Learning Progressions data and implications for the grade caseload allocation.</p>

Next Steps

From analysis on current progress, we have identified the following future steps:

- Fostering a sense of belonging for our parent community through increasing participation rates (school events, surveys TTFM), and shifting parental mindset around what success is.
- Continue to strengthen and grow the Community of Practice (leadership teams working on pedagogy, Community Language, E/ALD and LaST, combined CCV/DNA Processes).
- Improve reporting to parents (possible inclusions, student comments, 4C capabilities and LDW).
- Staff and community analysing performance data to inform future planning.
- Teams will have a greater focus on assessment and consistent teacher judgement at collaborative planning days.
- Leadership team will be professionally developed to facilitate programming using backward mapping from a co-constructed assessment task, resulting in this process being filtered down to respective grade teams.
- Teams will begin with the end in mind and co-create differentiated assessment tasks and rubrics.

- Classroom teachers will increasingly collaborate with EAL/D teachers to plan mainstream teaching and learning programs by identifying target syllabus outcomes and learning goals, and language and culture challenges faced by their EAL/D learners.
- Micro collaborative sessions with EAL/D specialists will ensure time to reflect and evaluate programs and make adjustments, if required, to meet the needs all learners.
- There will be explicit guidelines established outlining the role of class teacher and EAL/D specialist in a co-teaching partnership.



Strategic Direction 3

Wellbeing and Belonging

Purpose

The purpose of wellbeing and belonging is to enhance student engagement and motivation through a proactive wellbeing toolkit, extended opportunities for student leadership, active citizenship and authentic local connection. This will also include a systematic community connection around equitable opportunities for all. There will be an evidence-based change to whole school practices resulting in improvements in wellbeing to support learning so that every student is able to connect, succeed and thrive.

Overall summary of progress

2018 saw a renewed emphasis on the relaunching of Positive Behaviour for Learning (PBL) across the school community. New PBL signage of much larger dimensions and clearer messaging was designed, created and installed across all areas of the school, reinforcing the shared expectations all members of the school have of themselves and one another. Explicit PBL lessons were developed and implemented across all grades and the explicit PBL messages for the different environments across the school were reinforced and made visible for all students and community members. Our PBL flowchart was reviewed in 2018 and particular areas of the flowchart were made more explicit and provided clarity for all staff members engaging with it. The Values in Action award system was well supported by staff and students responded positively to the explicit message behind why they were receiving an award. The Tiered Fidelity Inventory survey conducted in Semester 2 determined that 100% of students and staff surveyed were able to identify the values of the school and articulate what they meant.

2018 was a landmark year for student leadership with the implementation of the peer support program across the entire school (1250 students). This undertaking required complex organisation and outstanding communication and structures to ensure that students of all ages made it successfully to their peer support group. Students in Year 6 embraced the leadership challenge and were extremely keen to not only lead the peer support lessons but to improve their leadership skills throughout the duration of the program. Any reluctance previously held due to size considerations of peer support were immediately overshadowed by the impact the program had on all students and their establishment of an informal support network through their peer support groups. While for 2019, the lesson content will be modified to be more reflective of contemporary learning practices, it was clear that the peer support program was an amazing opportunity for our students to lead and for a clear emphasis to be placed on students developing their communication skills and their learning dispositions of teamwork and empathy.

In 2018, our Equity Team focused on building our school community's understanding of a number of cultural and religious festivals that were significant to the cultural groups that exist within our school community. Building this awareness with our students provided a cascade of this information and greater awareness for our families and our students were able to discuss the motivations and reasons why certain festivals and celebrations occurred at certain times across the year. The Harmony Day celebration organised by the Equity Team focused explicitly on fostering tolerance and understanding of other cultures as there were a broad range of cultural experiences represented and information was shared as to the significant aspects of festivals and celebrations that took place across the year. This was a significant step forward for the school community but again we faced the issue of developing a greater level of engagement with our school community and creating regular opportunities for our school community members to be visiting the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me survey shows increasing levels of student and staff wellbeing and community connection. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	TTFM Student survey and Focus on Learning Teacher survey.	<p>77% of the 502 students completing the TTFM Student Engagement survey indicated a <i>positive sense of belonging at school</i>, compared with 81% for the NSW Government Norm.</p> <p>Survey results from April 2018 indicated 80% of students indicated they had a <i>positive sense of belonging</i>.</p> <p>Student responses to <i>expectations of success</i> were 8.6 in September 2018, 9.0 in April 2018. NSW Government Norm was 8.7.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me survey shows increasing levels of student and staff wellbeing and community connection. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.		Students responded to <i>advocacy at school</i> survey item recording 7.5 in September 2018, 7.9 in April 2018. NSW Government Norm was 7.7 .
PBL data and fidelity surveys show increasing positive behaviours and compliance with expectations.		<p>PBL data and fidelity survey shows increasing positive behaviours and compliance with expectations. Staff stated they were confident to identify the different types of behaviour. This has assisted the PBL team to analyse trends, which has been communicated to staff.</p> <p>Consequently, 93% of staff have taught lessons which target specific behaviours, resulting in reduced negative incidents. Baseline data from Term 1 indicated 286 incidents of negative behaviour, compared to 115 incidents of negative behaviour in Term 4. Staff surveyed indicated 100% of staff could identify school-wide PBL expectations.</p>
Student surveys, voice and focus groups show increasing positivity about school programs, resilience and use of learning dispositions.		<p>Student surveys, voice and focus groups showed increasing positivity about PBL. This has been evidenced through the student Tiered Fidelity Inventory Action Planning Tool which showed 100% of students surveyed could identify school-wide expectations; 93% received awards.</p> <p>Mindfulness lessons piloted across selected classes K–6. Feedback collated from teachers and students indicated increased level of student self-regulation and positive mindset.</p> <p>Peaceful Kids program was implemented in K–2 and 3–6 with 35 participants across the school. 45 parents participated in information workshops educating them on calming, coping and wellbeing strategies to assist with students to self-regulate. Students could identify different feelings and were able to list strategies to help them relax and feel calm.</p>
There are increasing opportunities for student leadership within and beyond the school.		<p>Survey data on peer support from students and teachers indicated a highly inclusive program structure that would be delivered in a similar format in 2019, with some minor adjustments. 33% of Peer Support leaders indicated that they felt more confident as a result of being a leader. They also enjoyed meeting children across the school and making new friends.</p> <p>Feedback from staff suggested that the Peer Support program was highly successful and promoted relationships, student leadership, interactions, inclusivity and student confidence.</p> <p>Peer Mentoring program evaluated as a successful initiative and to continue operation in 2019.</p>
School equity teams show		Profile and understanding of significant cultural and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increasing collaboration and opportunities to engage and celebrate diverse community groups; promoting connections and understandings.		<p>religious festivals and events raised across the school community by acknowledging and celebrating – Harmony Day, NAIDOC Week, EID, Diwali, Chinese Moon Festival.</p> <p>Equitable coverage of cultural and religious events that are relevant to the school community was provided by the Equity Team in collaboration with students from the school.</p>

Next Steps

From analysis on current progress, we have identified the following future directions:

- Continue to implement, review and refine Positive Behaviour for Learning procedures and initiate wellbeing programs to specifically target identified students – Wellbeing drumming program.
- Establish a system for all students to identify a staff member who they can talk to when they need support.
- Use Sentral to track learning support and wellbeing programs as part of a new case management system for the Learning and Support team.
- Provide additional leadership opportunities for students across the school to enable all student voice, including the Peer Support program.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	No Funding in 2018	
English language proficiency	<p>\$62,468 Flexible funding:</p> <p>HR costs – additional 0.4 EAL/D practitioner, HR costs – Additional SLSO salaries for student support. Funding to support implementation of MultiLit and MiniLit programs.</p>	<p>Analysis of EAL/D students' NAPLAN results by EAL/D teachers.</p> <p>Individualised programs for students from language backgrounds other than English, including Newly arrived students.</p> <p>Increased numbers of students K – 6 supported in literacy learning, specifically in reading by the implementation and expansion of the MiniLit and MultiLit support programs.</p> <p>80% of students engaged in either MiniLit or MultiLit support are showing positive growth in reading via improved reading levels after undertaking their initial term in the program.</p> <p>The expansion of the MiniLit program has now allowed for additional students in Kindergarten to receive targeted support in Literacy during Semester 2. This was previously unavailable due to limitations in the number of places available for students receiving support across the school.</p>
Low level adjustment for disability	<p>\$103,439 Flexible Funding</p> <p>\$40 000 to partially fund Instructional Leader – Literacy position.</p> <p>\$63, 439 – HR Costs – SLSO salaries to provide additional in class support for students. Funding to support implementation of MultiLit and MiniLit programs.</p>	<p>Successful implementation of a systematic and evidence based approach to literacy support (MultiLit/MiniLit) for students that is collaboratively delivered by Learning and Support Teachers and School Learning Support Officers.</p> <p>80% of students engaged in either MiniLit or MultiLit support are showing positive growth in reading via improved reading levels after undertaking their initial term in the program.</p> <p>The expansion of the MiniLit program has now allowed for additional students in Kindergarten to receive targeted support in Literacy during Semester 2. This was previously unavailable due to limitations in the number of places available for students receiving support across the school.</p> <p>The additional Instructional Leader – Literacy position has provided teams and team leaders with additional pathways to develop the capacity of their team members in terms of effective literacy teaching. This position has also provided clearer insight into determining the highest priority professional learning needs of the staff that exist across the schools and pathways on how to most effectively differentiate this professional learning to meet the varied needs of a large and diverse staff.</p> <p>Increased numbers of students K – 6 supported in literacy learning, specifically in reading by the implementation and expansion of the MiniLit and MultiLit support programs.</p>

Quality Teaching, Successful Students (QTSS)	2.122 FTE Instructional Leader – Contemporary Learning, Instructional Leader – Numeracy Partial funding – Instructional Leader – Literacy (0.122)	QTSS Funding is used by the school to fund full time Instructional Leadership positions in Contemporary Learning, Numeracy and the partial funding of an Instructional Leader in Literacy. The remainder of this Instructional Leader, Literacy position is funded from flexible Socio economic background funding and flexible English Language proficiency funding.
Socio–economic background	\$53, 047 Flexible Funding \$25, 000 to partially fund Instructional Leader – Literacy position \$28, 047 – HR Costs – SLSO salaries for additional student support with MultiLit and MiniLit.	<p>Successful implementation of a systematic and evidence based approach to literacy support (MultiLit/MiniLit) for students that is collaboratively delivered by Learning and Support teachers and School Learning Support Officers.</p> <p>The school has been able to support a number of students in gaining equitable access to learning opportunities through the use of flexible Socio –economic background funding to meet the costs of a range of incursions, excursions and specific representative opportunities otherwise out of the reach of the students due to financial considerations.</p> <p>80% of students engaged in either MiniLit or MultiLit support are showing positive growth in reading via tracking of improved reading levels after undertaking their initial term in the program.</p> <p>The additional Instructional Leader – Literacy position has provided teams and team leaders with additional pathways to develop the capacity of their team members in terms of effective literacy teaching. This position has also provided clearer insight into determining the highest priority professional learning needs of the staff that exist across the schools and pathways on how to most effectively differentiate this professional learning to meet the varied needs of a large and diverse staff.</p>
Support for beginning teachers	\$41, 358 Beginning Teacher Support Funding – Five staff members	Additional release from face to face teaching was timetabled for early career teachers. Mentors were allocated to support teachers through the accreditation processes. Teachers participated in professional learning in contemporary learning practices and Positive Behaviour for Learning school wide systems.
Targeted student support for refugees and new arrivals	0.6 FTE Additional ELA/D teacher to support identified New Arrivals students.	This entitlement was used to supply intensive English language support for targeted New Arrivals students. From Week 3, Term 3 an additional 0.4 allocation was directed to the school for additional New arrivals intensive support, taking the total allocation to 1.0.



Learning is fun at
Hurstville Public School

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	641	675	660	665
Girls	539	555	590	606

Student enrolments in 2018 show an increase in the number of both girls and boys at the school. The total enrolment of 1271 reflects a upward trend in school population. Total student enrolment numbers for 2018 resulted in a fifty second class being formed during the 2018 school year.

Transition programs form a fundamental component of the enrolment process at Hurstville Public School. The school collects and analyses information to inform and support students' successful transition to school. Each student and parent attends a pre-enrolment interview to provide background information, discuss student needs and to establish a strong home-school connection. All students entering Kindergarten in the upcoming year also undertake a transition to school program that runs over a four week period, providing students and families the opportunity to spend time becoming familiar with the school and the staff working with the incoming kindergarten students. Transition programs are also provided for students entering one of the support unit classes and transitioning in from another school. This transition will often involve a number of visits prior to starting or short sessions spent at the school working with staff prior to beginning at the school. Students in Year 6 undertake a wide range of transition to high school programs in conjunction with the high school they are moving to. These high school transition programs can operate for an entire term prior to the students starting the following year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.4	95.8	96.7	95.7
1	94.4	94.5	94.7	95.2
2	95.2	94.7	94.4	94.5
3	95.5	95.2	95.5	95.6
4	96.3	97.3	94.5	95.6
5	96.5	96.1	96.5	96.8
6	94.8	94	94.7	93.2
All Years	95.4	95.4	95.3	95.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

While the 2018 student attendance figures continue to be above state levels, regular and punctual attendance and the ongoing reduction in non-essential leave, particularly for travel, will continue to be a focus in 2019. Class rolls are marked daily and monitored regularly for patterns of students' partial or non-attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The Learning and Support Team (LST) works in conjunction with one of the Deputy Principals to monitor the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to formulate a plan to improve attendance. Information regarding the Department of Education Attendance Policy is regularly included in the school newsletter, The Belltower. The support of the Home School Liaison Officer (HSLO) is sought by the school when required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	50.55
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.8
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	11.07
Other Positions	4.6

*Full Time Equivalent

In 2018, there was no Indigenous staff employed at the school.

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

Professional learning opportunities were provided to all staff to address whole school priorities and individual professional development goals. The NSW Department of Education provided funds to allow teacher release from class and payment of professional learning course fees. The school's professional learning program included weekly team meetings, school development days, external workshops, collaborative planning, professional learning and compliance training meetings and a range of conferences.

During 2018, all teaching staff undertook a whole school professional learning initiative that focused on 4C contemporary learning practices and examined the specific learning dispositions needed by successful learners. This professional learning, titled Transforming Schools, was delivered collaboratively between educational consultants from 4C Interactive Learning and members of the school implementation team.

In 2018, five teachers were working towards gaining accreditation at Proficient level and 11 early career teachers were maintaining accreditation at Proficient. In 2018, four staff members were being supported with specific Beginning Teacher funding that provided additional support, release time and professional learning in the first two years of their teaching career.

All staff completed Performance and Development Plans (PDP) to allow them to reflect on their teaching practice based on goals they had developed in conjunction with their supervisor. Teachers plan out professional learning experiences work towards their achievement.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	780,431
Revenue	11,745,400
Appropriation	10,889,260
Sale of Goods and Services	117,874
Grants and Contributions	719,082
Gain and Loss	0
Other Revenue	3,000
Investment Income	16,184
Expenses	-11,711,775
Recurrent Expenses	-11,711,775
Employee Related	-10,487,838
Operating Expenses	-1,223,937
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,624
Balance Carried Forward	814,056

At Hurstville Public School, the financial management processes include individual program budgets aligned to each School Plan strategic direction and operational budget for other committee areas. These program budgets are tracked in SAP through the use of Internal Orders.

In 2019, Hurstville Public School will form a Finance

Committee to provide further oversight to financial practices at the school and an additional layer of due diligence in terms of the prioritising of school resources.

Hurstville Public School raises funds through school and community activities. In 2018, the school identified programs required to maintain and upgrade school resources and facilities. These programs included:

- continued upgrade and acquisition of digital technology resources to support students in the growth of productive and creative technology.
- The planning and installation of an upgraded Kindergarten play area.
- The Hurstville P&C joint funded with a Commonwealth Government Community grant the installation of a state of the art Public Address and Audio Visual system in the school hall. This system will provide a significant improvement to the hall facilities for students of the school and community members.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,681,660
Base Per Capita	247,865
Base Location	0
Other Base	7,433,795
Equity Total	926,922
Equity Aboriginal	0
Equity Socio economic	53,047
Equity Language	624,678
Equity Disability	249,198
Targeted Total	789,636
Other Total	958,575
Grand Total	10,356,793

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

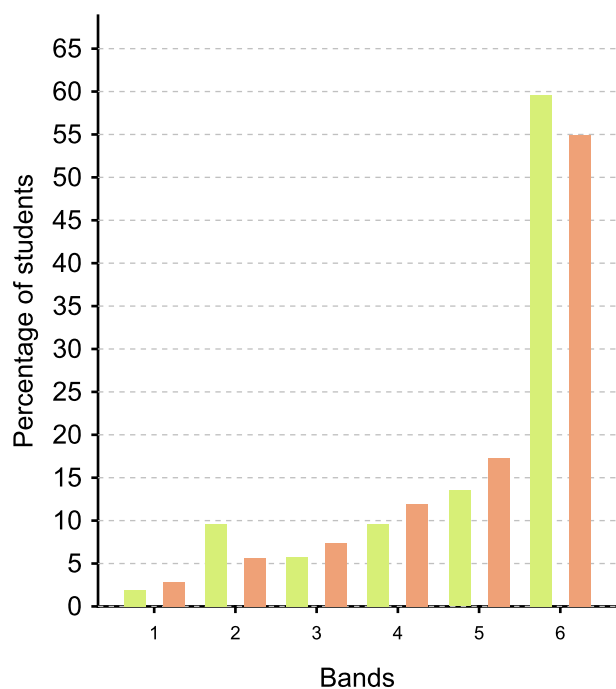
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Hurstville Public School students continued to perform extremely well in all NAPLAN literacy assessments. Please refer to the included graphs and tables for specific school results. For students in Year 5, a significant percentage of our students achieved at or above expected value added growth between their NAPLAN assessment in Year 3 and their assessment in Year 5.

72.7% of our Year 5 students achieved at or above expected value added growth in reading, compared with a state value added growth figure of 63.2%. In writing, 71.7% of students at Hurstville achieved at or above expected value added growth compared with the state value added growth result in writing of 59.6%.

74.9% of Year 5 students achieved at or above expected value added growth in grammar and punctuation compared with the state value added growth of 56.5%. In spelling, 69% of Year 5 students at Hurstville Public School achieved at or above expected value added growth compared with the state result of 58%.

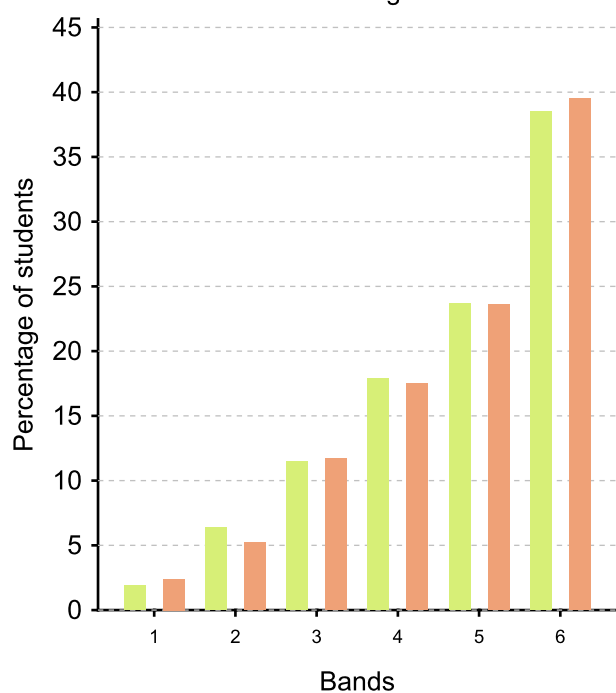
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.9	9.6	5.8	9.6	13.5	59.6
School avg 2016-2018	2.8	5.6	7.4	11.9	17.3	54.9

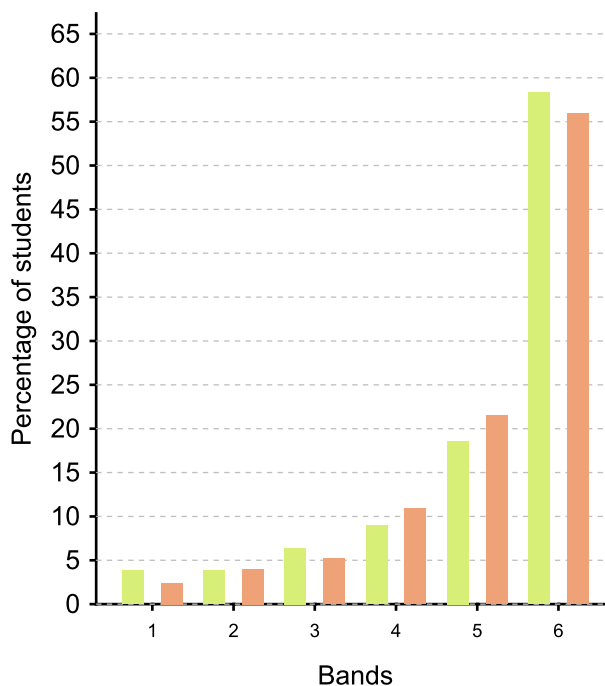
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.9	6.4	11.5	17.9	23.7	38.5
School avg 2016-2018	2.4	5.2	11.7	17.5	23.6	39.5

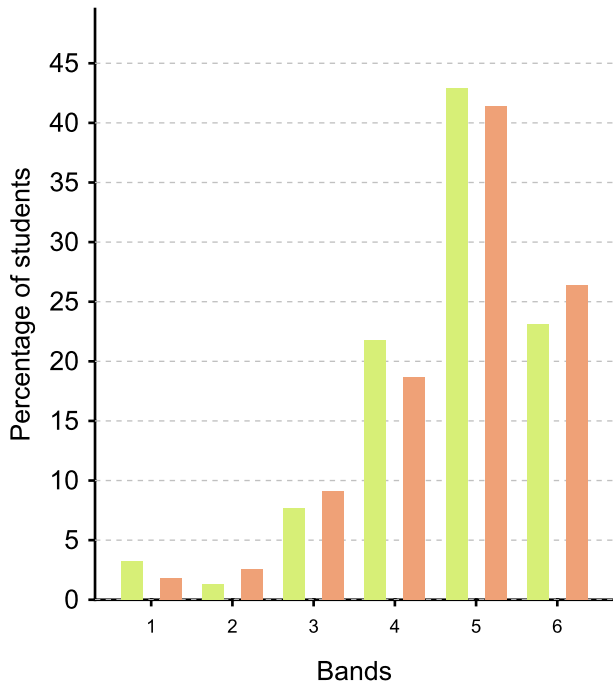
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.8	3.8	6.4	9.0	18.6	58.3
School avg 2016-2018	2.4	4	5.2	10.9	21.5	55.9

Percentage in bands:
Year 3 Writing

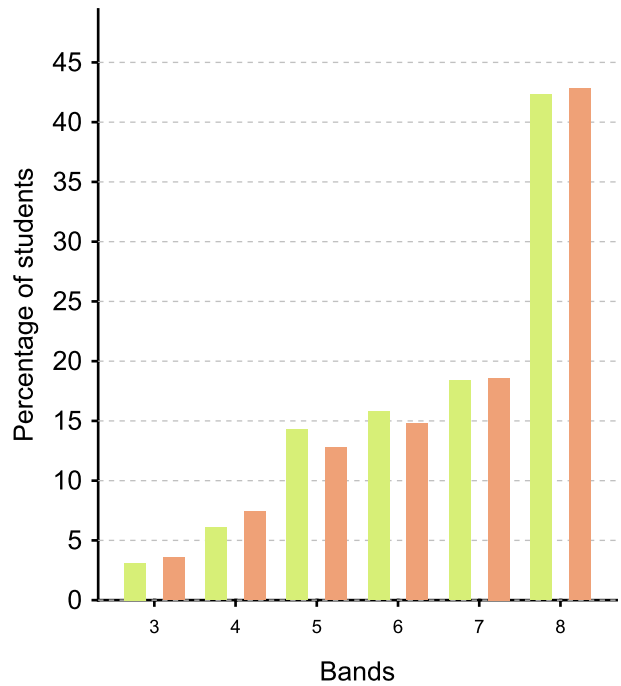


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.2	1.3	7.7	21.8	42.9	23.1
School avg 2016-2018	1.8	2.6	9.1	18.7	41.4	26.4

Band	3	4	5	6	7	8
Percentage of students	2.0	2.0	11.2	17.3	18.9	48.5
School avg 2016-2018	3.4	5.2	9.7	16.2	15.7	49.7

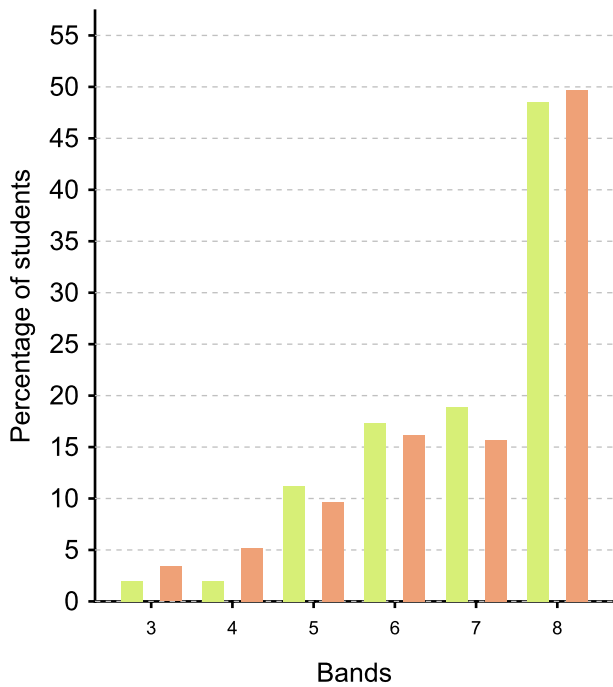
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

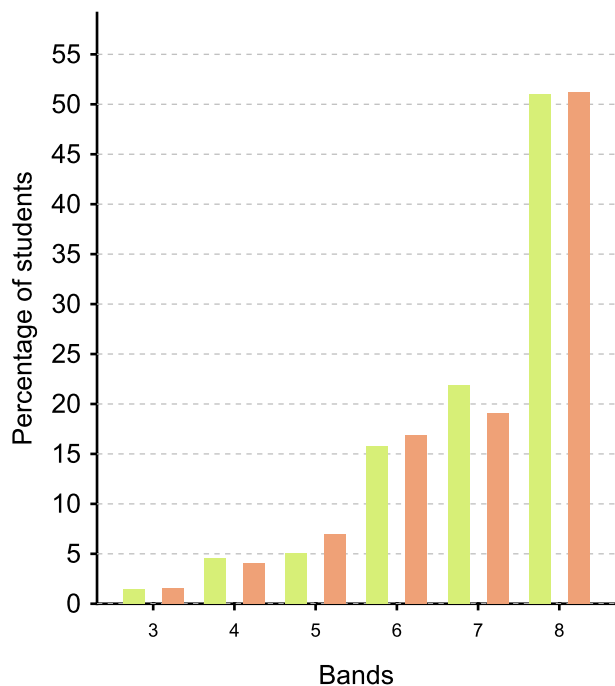
Band	3	4	5	6	7	8
Percentage of students	3.1	6.1	14.3	15.8	18.4	42.3
School avg 2016-2018	3.6	7.4	12.8	14.8	18.6	42.8

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

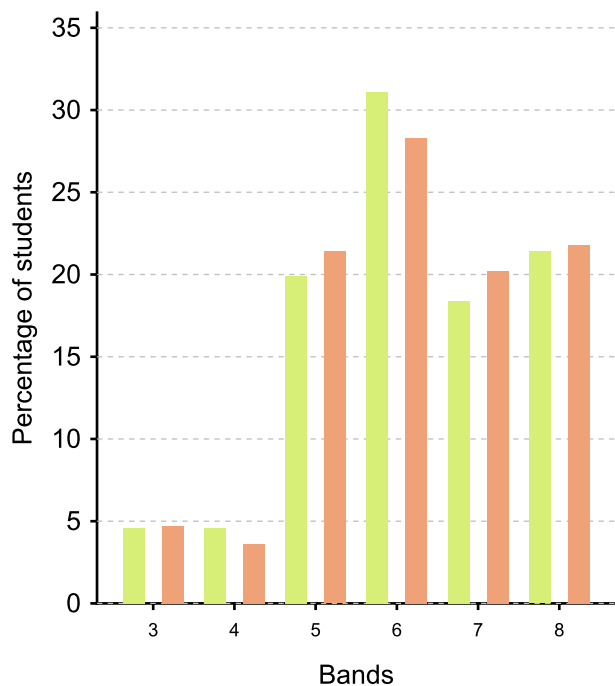
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.5	4.6	5.1	15.8	21.9	51.0
School avg 2016-2018	1.6	4.1	7	16.9	19.1	51.2

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

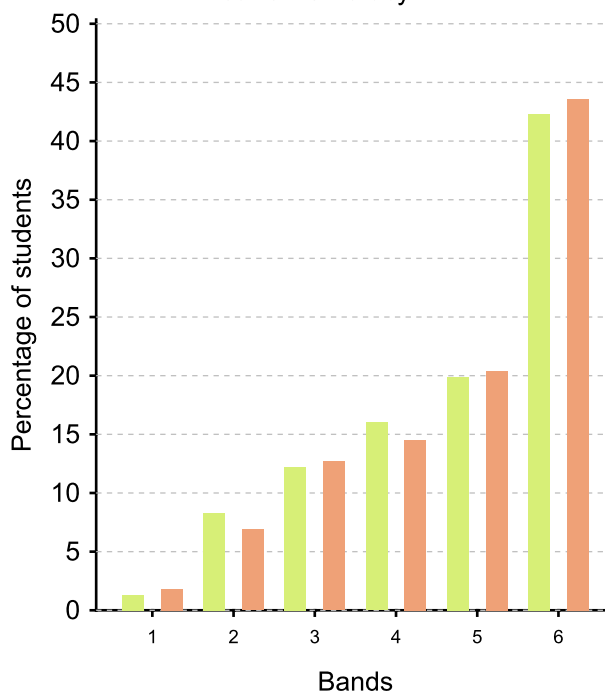
Band	3	4	5	6	7	8
Percentage of students	4.6	4.6	19.9	31.1	18.4	21.4
School avg 2016-2018	4.7	3.6	21.4	28.3	20.2	21.8

In 2018, Hurstville Public School students continued to perform extremely well in NAPLAN numeracy assessments. Please refer to the included graphs and tables for school results.

For students in Year 5, a significant percentage of our students achieved at or above expected value added growth between their NAPLAN assessment in Year 3 and their assessment in Year 5.

76.5% of our Year 5 students achieved at or above expected value added growth in numeracy, compared with a state value added growth figure of 59.8%.

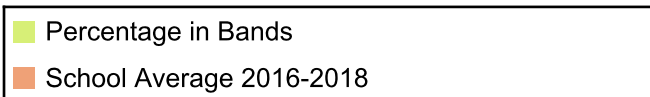
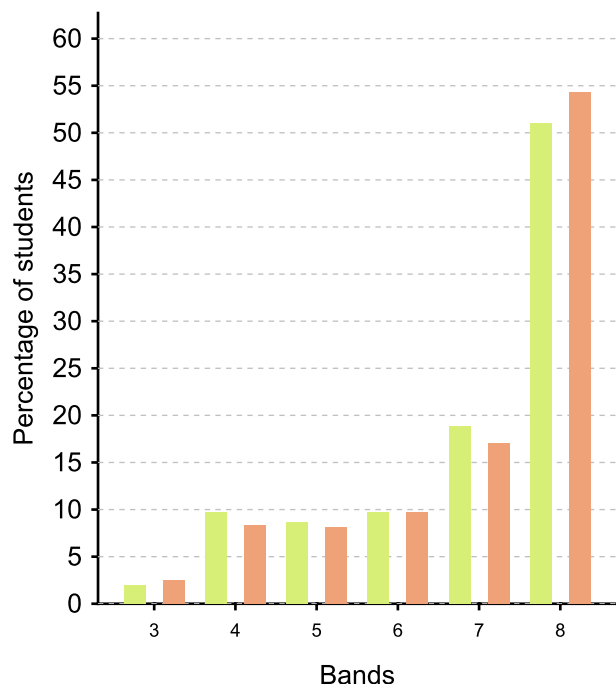
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.3	8.3	12.2	16.0	19.9	42.3
School avg 2016-2018	1.8	6.9	12.7	14.5	20.4	43.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.0	9.7	8.7	9.7	18.9	51.0
School avg 2016-2018	2.5	8.3	8.1	9.7	17	54.3

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

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

In 2018, the percentage of Year 3 students from Hurstville Public School in the top two bands in reading was 62.18%. The percentage of Year 3 students in the top two bands in numeracy was 62.18%.

In 2018, the percentage of Year 5 students from Hurstville Public School in the top two bands in reading was 60.71%. The percentage of Year 5 students in the top two bands in numeracy was 69.9%.



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of students, teachers and parents about a broad range of aspects of the school. The *Tell Them From Me* survey was completed by students in Years 4–6 in Term 1 and Term 3 of 2018. 502 students completed the Tell Them From Me Survey in 2018. Parents and teachers completed the *Partners in Learning Community* survey and the *Focus on Learning Teacher* survey during Term 3 of 2018.

Student responses for 2018 indicated:

- 85% of students identified that they had developed positive relationships at school (Equal to NSW Government Norm 85%).
- 93% of students believed that positive behaviour was exhibited at school by most students. (NSW Government Norm 83%).
- 94% of students reported being socially engaged and participating in school sports and clubs (NSW Government Norm 89%).
- At Hurstville PS, a significantly lower percentage of students in Years 4 and 5 (Yr. 4: 6%, Yr. 5: 5% and Yr. 6: 12%) identified early signs of disengagement compared with that across the state (NSW Government Norm – Yr. 4: 10%, Yr. 5: 11% and Yr. 6: 12%).
- While 90% of students believed they received quality instruction at school, this result sat lower than the NSW Government Norm of 93%.
- 77% of students at the school responded that they had a positive sense of belonging, however, this result sat below the NSW Government Norm of 81%. As one of our Strategic Directions 2018 – 2020 is *Wellbeing and Belonging*, this will be an area we will need to review in terms of developing broader experiences for our students that support them to develop a greater sense of belonging at the school.

Teacher survey results were formulated from 28 respondents to the survey, 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. The 2018 survey results when compared with those of 2017 identified that:

- Teachers are positive about *Leadership* within the

- school (7.7 – an increase from 7.2 in 2017),
- There is an increasing culture of *Collaboration* among staff (8.4 – an increase from 7.5 in 2017),
- The *Learning Culture* for students is increasingly supportive (8.4 – an increase from 7.8 in 2017),
- *Data Informs Practice* significantly increased in 2018 (8.1 – up from 7.5 in 2017),
- Teachers use *Teaching Strategies* (8.5 – up from 7.7 in 2017) that assist all students with their learning,
- *Technology* is an important component of teaching and learning (7.6 – increasing from 6.9 in 2017),
- The school community is *Inclusive* (8.6 – In 2017, this result was 8.1),
- There is an established culture of *Parent Involvement* (7.4 – an increase from 7.0 in 2017).

Parents responded to *Partners in Learning* survey about their involvement at Hurstville Public School covering several aspects of parents' perceptions of their children's experiences at home and school. A total of 35 parents and carers from Hurstville Public School completed the 2018 survey. This very low survey participation rate limits the extent to which these results can be said to represent the views of the wider parent community. Statistically, it reflects more of an individual than a collective experience and, as such, responses need to be viewed in that light. The survey covers several aspects of parents' perceptions of their children's experiences at home and school. A 10 point scale, with 0 indicating strong disagreement and 10 indicating strong agreement, is used to identify the level of response to the following statements.

Responses to the *Partners in Learning* survey identified that:

- *Two way communication with parents* – Parents feel welcome at the school (6.5),
- *Two way communication with parents* – Parents are informed (5.4),
- *Parent Participation at school* – Parents talked with a teacher – 66% of respondents indicated that they had spoken to their child's teacher two or more times about their learning or behaviour,
- *Parent Participation at school* – Parents attending meetings – 54% of respondents indicated that they had attended two or more meeting at the school.
- *Parents support learning at home* (6.7),
- The school supports their child's learning (6.3),
- School supports positive behaviour (6.8),
- Parents feel their child is safe at Hurstville PS (7.7);
- *Hurstville PS provides an inclusive environment* (6.3) where staff take an active role in making sure all students are included in school activities and develop positive friendships.

The school will be exploring a range of communication solutions during 2019 to try and improve the level and quality of the information parents and community members are regularly receiving. This will include the use of platforms such as Microsoft Sway and communication apps such as Seesaw that will keep parents informed about the learning their children are undertaking. The school website receives a large

number of views each week, however, the new School Website solution is proving problematic to manage and maintain relevant and timely content uploads.

Policy requirements

Aboriginal education

The *School Plan Leadership Action Equity* team informed all staff and students about National Reconciliation Week in 2018. National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. During a whole school Monday morning assembly, a number of our students informed the whole school about the theme: ***Don't Keep History a Mystery.***

Staff were encouraged to share quality literature examples and brainstorm with their class about aspects of Aboriginal culture and history that students felt they didn't fully understand and would like to learn more about. Resources and websites were provided to all staff in the weekly Staff Bulletin.

NAIDOC Week is a wonderful time for both Indigenous communities and non-Indigenous people to participate in a range of activities and build cultural respect. In 2018, the Equity team organised a fun filled NAIDOC Day for students in Kindergarten, Year 1, Year 2 and the Support Unit. Hurstville Public School celebrated NAIDOC Day on the first Thursday of Term 3, 2018.

The Equity Team designed a scope and sequence of activities for the day. Each grade group participated in a variety of activities including developing a grade PowerPoint about the day, sharing a quality literature experience, developing two art/craft activities and some singing and dancing in the hall. Classroom teachers embraced the day with their students by teaching and implementing each of the different activities.

This undertaking involving Kindergarten, Year 1 and Year 2 was so well supported by students, teachers and members of the school community that the *School Plan Leadership Action Equity Team* are planning to expand this structure into Years 3 – 6 in 2019. This expansion will really elevate the understanding of our students regarding Aboriginal culture and history and will provide agency for our students as learners to have a role in directing the learning they would most like to engage with. It will also provide a wonderful vehicle for the active promotion of NAIDOC Week across our local community.

Multicultural and anti-racism education

Multicultural programs at Hurstville Public School are inclusive of all cultures, fostering an understanding of equity, culture, race, diversity racism and active citizenship in a multicultural society. The school has 97% of students from a Language Background Other Than English (LBOTE).

Participation in the Multicultural Perspectives Public Speaking competition in 2018 by all students was an important whole school initiative. Students selected from each stage represented the school at the Georges River Network Multicultural Public Speaking Competition, which was held at Connells Point Public School.

In 2018, the school's Equity Team planned an amazing Harmony Day experience for our students, celebrating the incredible diversity that exists within our school community and providing all members of our community with a balanced understanding of our multicultural society. In addition to Harmony Day celebrations, the Equity Team planned and delivered experiences about the cultural and religious celebrations in Chinese Lunar Festival, Eid, NAIDOC Week celebrations, Diwali – Hindu New Year.

We have ten teachers on staff who are trained as Anti-Racism Contact Officers and work with any parents, students or staff members on challenges that may arise regarding aspects of racism and potentially racist behaviour.

The annual EAL/D teacher allocation has remained stable this year at 5.4 Full time teaching entitlement positions.

Other school programs

MiniLit, MultiLit and Writing for Life

At the end of 2017, Hurstville Public School embarked on a plan to transition the long standing Reading Recovery program to a broad literacy support program that targeted the development of key phonemic awareness skills in students. The school's Learning and Support Coordinators investigated two evidence based literacy support programs developed by Macquarie University, MiniLit and MultiLit. At the beginning of 2018, Hurstville Public School began the implementation and training phase that would support a smooth transition into these programs for students identified by ongoing data collection as being in need of a more focused approach to successfully developing. As this undertaking involved large numbers of staff, large numbers of students and a significant amounts of training and resourcing to be successfully implemented, it was important to acknowledge the journey during 2018 of these two crucial programs.

MiniLit

MiniLit is a Tier-2 early literacy intervention program that has been developed to provide teachers with a carefully sequenced and structured program of instruction for small groups of children who, after a year of initial instruction, are struggling with the mechanics of learning to read.

Each lesson has 3 main components:

- Sounds and words activities – this component provides instruction in phonemic awareness,

phonics and fluency in decoding and word recognition

- Text reading
- Story book reading

In 2018 at Hurstville Public School, MiniLit replaced Reading Recovery as the primary literacy intervention program for Stage 1.

Students were selected to participate in the program based on reading data including running records, recognition of high frequency words and the MiniLit placement test. Student progress was continually monitored through running record data.

Each student participated in 4 x 1 hour sessions per week. The total number of lessons completed by students, ranged from 20–75, depending on their program start date, lesson placement and student/staff absences.

A total of 37 Stage 1 students were supported using the MiniLit program during 2018.

- Year 1: 30 students
- Year 2: 7 students

Post program reading data showed that students achieved on average an increase of 10 reading levels by the end of their time on the program.

The MiniLit program was also trialled with 8 Kindergarten students who were identified as performing below the expected achievement level for the student cohort. These students began the program in August, and completed the first 20 lessons which cover single sounds and sight words. A pre and post-test of students' single sound and sight word knowledge was administered. All 8 students made significant gains with the understanding of both single sounds and sight words.

Future directions:

- In order to continue to support students who have completed the program, class teachers will require ongoing professional learning on effective guided reading strategies.
- In order to determine the long-term success of this intervention, the Learning and Support Team will collect reading data into Years 2 and 3 to monitor student progress.

MultiLit

During 2018, a total of 44 students from Stages 2 & 3 were supported using the following two programs: 28 in small group writing programs and 16 in intensive one-to-one programs.

MultiLit Reading Tutor Program and Word Attack Skills Extension Program

These two phonics-based programs were used for intensive instruction where there was a very significant reading deficit and/or specific learning difficulties were identified.

The core of each program consists of a phonics

component, supplemented with sight words and reinforced by reading that utilises the phonics strategies that have been learnt.

Each student had 3 or 4 sessions per week for 30 or 35 minutes. As a student completed and exited the program, they were replaced by another. At any one time there were 10 or 11 students being supported by these programs. These programs were overseen and implemented by a Learning and Support Teacher and four School Learning Support Officers

The grade breakdown:

- Year 6: 1 student
- Year 5: 8 students
- Year 4: 4 students
- Year 3: 3 students

Student progress was dependent on individual ability and the level of initial reading difficulty. However, all students made gains and these were easily demonstrated on charts as students progressed through the graded levels of the programs.

Writing for Life Program

A structured writing program called Writing for Life (WFL) was initially used. When this was completed a general writing program was implemented using the same strategies taught in WFL. These programs were taught by a Learning and Support Teacher.

Groups consisted of 5 or 6 students each. Students were selected in consultation with class teachers and the respective grade supervisors.

The core component of the program was the teaching of correct simple sentences. This was reinforced and made interesting with the use of games. Each group had 2 sessions per week for 30 minutes.

The grade breakdown:

- Year 4: 10 students
- Year 3: 18 students

Areas for Further Growth

- More coordinated collaborative practices between Learning and Support Team staff and class teachers through regular sharing of expertise in order to provide even more effective services and support for students with learning needs. (SD1)
- Greater use of the Sentral Student Administration platform as a means of record keeping, data collection and analysis of student progress for the purpose of collaboratively developing learning goals for individual students. (SD2)
- Consider the implementation of a group-based phonics program (e.g., MacqLit). Such a program will allow for a more equitable allocation of staff resources. This in turn will ensure more equitable learning outcomes for students from diverse backgrounds and hence encourage a greater sense of student belonging and wellbeing. (SD3)