

# Hurstville South Public School

## Annual Report



2018

## Introduction

The Annual Report for 2018 is provided to the community of Hurstville South Public School as an account of the school's operations and achievements throughout the year.

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

Michelle Shelton

Principal

## School contact details

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## School background

### School vision statement

To promote equity and excellence, develop successful, confident and creative learners who demonstrate the knowledge skills and values to become active and informed global citizens.

### School context

Hurstville South Public School has provided the local community with high quality education for over 100 years.

Hurstville South Public School has an enrolment of over 500 students with 91% from Non–English speaking backgrounds. There are over 30 language backgrounds represented in our student body with 53% of these students from a Chinese background.

Our whole school Mandarin cultural program is supported by our Confucius classroom. Our languages program includes Languages other than English (LOTE) for non–native Chinese speakers and Community Languages other than English (CLOTE) for native Chinese speakers.

Our dedicated staff are committed to using evidence based practices to maximise student outcomes in all learning areas. This is demonstrated by the high growth scores our students achieve in literacy and numeracy assessments.

Students who need additional support in literacy and / or numeracy benefit from an established learning support program which includes Learning Support Teachers and English as an Additional Language or Dialect teachers (EaLD).

Students can access a wide range of activities including band, choir, dance, sport and public speaking.

Hurstville South Public School has inclusive wellbeing programs which include Harmony Hub and student leadership programs which enhance our school culture.

Our supportive school community enthusiastically participate in student led conferences and attend school events.

The Hurstville South Public School P&C are a dedicated group of parents who support our school effectively.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of **Learning** Hurstville South Public School met the descriptors at a range of levels from delivering to excelling. There was no consistent pattern across this section of the framework.

In the element of student performance our students are consistently performing well on internal and external performance measures and our growth scores for students in Year 5 are above state average. This evidence demonstrates that Hurstville South Public School is excelling in this element.

In the elements of Reporting and Learning Culture sustaining and growing best described our school. Our student reports are compliant with the Department of Education requirements and there are consistent procedures in place for teachers to maintain these standards. In Learning Culture we were able to evidence strong transition programs into Kindergarten, Year 3 and Year 7 along with high educational expectations of parents for their children. Wellbeing and Curriculum were described as delivering with some well developed and evidenced based approaches. Future directions in this domain include the introduction of Positive Behaviour for Learning (PBL) which is underway, trialling future focused learning strategies and more consistent practices in teaching reading and writing from K–6.

In the domain of **Teaching** Hurstville South Public School was evidenced as delivering and sustaining and growing. In Professional Standards and Learning Development evidence was provided demonstrating that all teachers are using Performance Development Plans to identify and monitor specific goals for improvement and teachers regularly discuss their own learning. In the elements of Effective Classroom Practice and Data Skills and Use our current practice was evidenced as delivering.

Future directions in this domain include developing consistency in practice across all classrooms and continuing to improve the use of data across the school..

In the domain of **Leading** our school was best described as sustaining and growing. In Educational Leadership this is demonstrated through leadership team having clear processes in place for teaching and learning program development, Performance Development Plans for all staff members and well planned Professional Learning.

In the element of School Planning and Implementation there is a clear alignment of resource allocation, professional learning and student data which is evident in strategic directions and the school plan. Streamlined flexible processes exist to deliver services to the community.

In the element of School Resources delivering best describes our school. In financial management we have worked hard to gain efficiencies and our school facilities are also regularly hired with community agreements in place.

In the element of Management Practices and Processes Hurstville South Public School is best described as sustaining and growing. Streamlined flexible processes exist to deliver services and the leadership team analyses responses from schools community satisfaction measures to make adjustments to the programs run at school.

Future directions in this domain include working to enhance the flexibility of our physical learning spaces and further developing our use of technology to enhance learning and service delivery.

Our self-assessment and the external validation 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

### Strong Foundations

#### Purpose

To continue high quality professional learning in literacy and numeracy and increase the use of data, high quality feedback and student voice to develop confident literate and numerate students.

#### Overall summary of progress

Throughout 2018 we have continued to move towards students achieving excellence in literacy and numeracy by –

- Staff completing module 2 and 3 for Focus on Reading and participating in running record workshops
- Strategic direction leaders participating in professional learning for National Literacy and Numeracy Progressions and new Best Start Assessment
- Purchasing of literacy resources to support classroom programs including levelled reader and decodable texts for K–2 and quality literature to support student reading activities in Years 3–6
- Commencing the development of a whole school scope and sequence for mathematics
- Staff completing surveys on mathematics and spelling programming and assessment practices

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two NAPLAN bands for reading	Professional Learning: Focus on Reading QTSS staffing allocation  Resources: \$27 818	There has been an increase of students achieving in the top two bands of NAPLAN reading in Year 3 from 55.6% in 2017 to 58.1% in 2019. There has been a small decline (6.4%) in student achieving at this level in Year 5. However, 86% of students in Year 5 achieved or exceeded expected growth in reading. With continued teacher professional learning in Focus on Reading strategies and the implementation of the National Learning Progressions it is predicted teachers will be able to better accommodate the needs of these students to support their learning achievement.
Increased percentage of teachers using learning progressions to monitor student progress and plan the next step in student learning.		Due to the delay in the roll out of Learning Progressions, teachers have not yet undertaken full training on the implementation and use of progressions to support student learning.  Kindergarten teachers for 2019 have completed Best Start training in using Learning Progressions to support Kindergarten students transition to school.  Further training will be implemented across the school in 2019 with an individual focus for each stage dependent on student needs.
Increased evidence of Working Mathematically skills embedded into differentiated mathematics teaching and learning across the school.	QTSS staffing allocation	Teachers are using ILPs for students who have a limited understanding of mathematical concepts. Likewise, adjustments are made for students achieving at higher ability levels by participating in programs such as Maths Olympiad.  However, student achievement in NAPLAN has highlighted a decrease in students achieving in the top two bands.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of Working Mathematically skills embedded into differentiated mathematics teaching and learning across the school.		With the introduction of Learning Progressions, as a school, we envisage further support to assist teachers in making individualised adjustment and accommodations for student learning.

## Next Steps

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

- Continue professional learning in Focus on Reading to support teachers implementation of differentiated comprehension strategies
- Implement Learning Progressions as per revised DoE rollout with staff to monitor student achievement in the sub element of creating texts
- Commence implementation of school wide scope and sequences for mathematics and spelling
- Further analyse and monitor student achievement in mathematics including a whole school assessment schedule and teacher professional development on summative and formative assessment practices
- Purchase resources to support school wide priorities including reading, spelling and mathematics.



## Strategic Direction 2

### Future Focused

#### Purpose

To create a community of learners who reflect critically and creatively while working collaboratively with others using effective communication skills.

#### Overall summary of progress

Throughout 2018 we have continued to move towards a more Future Focused teaching and Learning approach. This progress has included:

- Teachers participating in 14 hours of registered professional learning on Future Focused Education
- Future focused initiators attending 20 hours of registered professional learning on Future Focused education and the school leadership team attending further professional learning in this area to look at school structures and changes for 2019
- Most teachers starting to embed elements of the Learning Disposition Wheel into some learning experiences and in some cases, short units of work have been completed
- Many of the classrooms around the school showing evidence of the language of the Learning Disposition Wheel being displayed and evidence collected as part of each teachers Performance Development Plan goal demonstrating their progress in learning
- Students in many classes growing more confident in understanding the metalanguage of the Learning Disposition wheel.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers indicate improved understanding and implementation of future focused pedagogy in teaching and learning as measured on staff survey.	Professional Learning \$10,000 QTSS staffing allocation	Professional Learning in this area is well underway but it will take time to see this reflected in teaching and learning programs and in teachers beliefs.  New strategies are being trialed in classrooms throughout the school.
Increased percentage of students who self report as operating with high level skills and high challenge on the Tell Them From Me survey.	Professional Learning costs going towards this improvement measure reflected above	29% of students self reported as operating with high level skills and high level challenge on the Tell Them from Me survey.  Students began experiencing a small range of future focused learning strategies in 2018.  This will increase as teaching and learning programs begin to reflect our Professional Learning.  Collabrative programming may also assist with an increase in the quality of class programs.  This is an area we will continue to address with students by increasing the challenge students experience at school.
Increased proportion of teaching and learning programs showing evidence of effective communication, collaboration, creativity and cirital reflection.	Professional Learning costs going towards this improvement measure reflected above	Teaching and Learning programs in our leadership group began reflecting a small range of future focused learning strategies in 2018.  This will increase as collaborative stage planning gets underway in 2019 and further Professional Learning is completed by all staff.

## Next Steps

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

- Continue professional learning for all staff in embedding the Learning Disposition Wheel in teaching and learning experiences and unpack how to use coherence makers to improve communication, collaboration, creativity and critical reflection in our school
- School leadership team to design learning experiences for our school community to develop an understanding of the Learning Disposition Wheel and the importance of future focused learning and how this will benefit every students learning
- Adjust the student report format to reflect the importance of students developing their disposition for learning
- Reflect on the importance of students taking agency for their behaviour in our Positive Behaviour for Learning matrix which is being developed
- Develop mechanisms for stage and specialist teams to plan collaboratively for Teaching and Learning to improve the rigour of learning experiences and use future focused learning strategies to increase student agency
- Develop increasing opportunities for our community of practice to collaborate together in a range of areas including future focused professional learning and deepen the quality of our EALD and Chinese language program
- Develop close connections between the leadership teams of our community of practice to support all executive in developing their skills in areas such as leading a future focused school and Instructional leadership.



## Strategic Direction 3

### Positive Wellbeing

#### Purpose

To enhance our supportive, positive culture so that all students are nurtured by the school community in building the values and practices of our students as emerging global citizens

#### Overall summary of progress

Throughout 2018 we have continued to move towards enhancing a supportive, positive school culture by:

- Classes in Years 2–6 electing a class SRC representative and conducting class, whole school and executive SRC meetings
- Stage 3 students attending LEAD program and providing opportunity for leadership.
- Developing updated leadership procedures for students
- Planning and delivering parent information sessions and workshops by specialist teachers (Languages, EALD, Learning Support) each term
- Positive Behaviour for Learning (PBL) team of seven staff members attending two of three sessions scheduled for PBL training
- PBL team developed and started the action plan for PBL implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	\$2 625 Student leadership	Student leadership has been reviewed and clear guidelines have been established to ensure a range of leadership opportunities are offered to students. The guidelines outline the procedures for each area of leadership and this has been communicated to students and parents.
Decrease in negative incidents of student behaviour tracked and monitored through the school behaviour management system.	\$10 350 Positive behaviour for Learning Professional Learning and planning	The PBL team has established three school expectations and consulted the school community to start outlining descriptive behaviours across the school setting using the expectation matrix. The negative incident data has been analysed to prioritise the school settings for trial of the new expectations
Increase the proportion of community involvement within the school setting and parent attendance at workshops.	\$500 Hospitality for parent workshops	Parent workshops have been well attended by the parent community and positive feedback has been received regarding the presentations, relevant topics and use of Language teachers to translate and support parents with limited English.

#### Next Steps

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

- Continue to provide training in leadership and engage students in leadership opportunities
- Plan and deliver parent information and workshop sessions to inform the community of school practices
- Develop a shared understanding and use of metalanguage as a consistent whole school approach for established expectations
- Develop explicit quality teaching activities to support expected behaviours and learning
- Deliver staff training for the reporting of incidents and analyse data to inform PBL implementation.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$ 1670 Personal Learning Pathways plans developed by teachers</p> <p>\$ 400 Student Assistance</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 5970.00)</li> <li>• Aboriginal background loading (\$5 970.00)</li> </ul>	Personalised Learning Plans have been monitored and reviewed each semester. Aboriginal background students have participated in in-school activities.
<b>English language proficiency</b>	<p>\$339 594 Classroom upgrade, resources and staffing</p> <ul style="list-style-type: none"> <li>• English language proficiency (\$ 339594.00)</li> <li>• English language proficiency (\$339 594.00)</li> </ul>	EAL/D facilities were upgraded. Resources were purchased. The timetable reflected student support across the school based on student needs. The student data is accurate and current. Parent workshops covered a range of topics relevant to EAL/D families and were well attended through the year.
<b>Low level adjustment for disability</b>	<p>\$124 800 Staffing and Learning Support resources</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$ 125738.00)</li> <li>• Low level adjustment for disability (\$125 738.00)</li> </ul>	Identified students have accessed a range of in-school support programs through SLSO time, LaST time and external service providers. Additional resources have been purchased to supplement the BEAR reading program.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$75 000 Staffing and professional learning</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$88.00)</li> </ul>	Increase in professional learning opportunities and an increase in dialogue during discussions around staff professional learning goals
<b>Socio-economic background</b>	<p>\$23 800 Staffing, student assistance and resources</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$ 28687.00)</li> <li>• Socio-economic background (\$28 687.00)</li> </ul>	Students have been supported through direct learning support, access to activities and resources, and assessment by external services. This has included teachers developing individual learning plans, behaviour support plans and adjusted learning plans in consultation with parents/carers. SLSO support has been increased to provide additional time for in-classroom and playground support. Language assessments and speech therapy sessions have been provided to support the financial needs of families.
<b>Support for beginning teachers</b>	<p>\$57 000 Staffing</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$ 90931.00)</li> <li>• Support for beginning teachers (\$90 931.00)</li> </ul>	The Beginning Teacher funding provided weekly timetabled sessions for Beginning Teachers to meet with a mentor. Flexible time was utilised by each teacher to make observations of teaching practice, planning curriculum, attending professional learning, engage in professional discussion to assess student progress and compile evidence to achieve accreditation.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	249	243	259	283
Girls	242	254	247	245

Student enrolment has been steadily increasing over the last 4 years as indicated by this table. 2018 was a particularly large kindergarten cohort. In 2019 our school will gain a Deputy Principal position due to this increase in student numbers.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	93.3	93.9	95.2
1	93.7	95.9	93.1	95.3
2	97	94.6	93.8	94.8
3	93.8	96	94.5	94.7
4	95.5	96.1	96.1	94.7
5	97	97	95.7	94.6
6	94.3	94.8	92.9	94
All Years	95.1	95.4	94.3	94.8
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

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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.76
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2.8
School Administration and Support Staff	3.96
Other Positions	2

\*Full Time Equivalent

The Australian Education Regulation requires schools to report on the Aboriginal composition of their work force. No current members of 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 2018 professional learning was facilitated via staff development days, staff meetings, stage meetings and online training. Some of the highlights include:

- Focus on Reading Phase 1 (Strategic Direction 1)
- Leadership events for executive and aspiring executive
- Community of Practice leadership team Professional Learning across Hurstville, Carlton, Mortdale and Hurstville South Public School

(Strategic Direction 2)

- Transforming Schools which was linked to Future Focused (Strategic Direction 2)
- Learning progressions and phonics for executive staff (Strategic Direction 1)
- Best Start online (Strategic Direction 1)
- NAPLAN online (Strategic Direction 1)
- Child protection, CPR and anaphylaxis

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	328,628
<b>Revenue</b>	5,224,320
Appropriation	4,751,941
Sale of Goods and Services	32,210
Grants and Contributions	432,746
Gain and Loss	0
Other Revenue	100
Investment Income	7,323
<b>Expenses</b>	-5,045,274
Recurrent Expenses	-5,045,274
Employee Related	-4,280,622
Operating Expenses	-764,653
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	179,045
<b>Balance Carried Forward</b>	507,673

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,732,964
Base Per Capita	97,845
Base Location	0
Other Base	3,635,119
<b>Equity Total</b>	498,805
Equity Aboriginal	4,785
Equity Socio economic	28,687
Equity Language	339,594
Equity Disability	125,738
<b>Targeted Total</b>	0
<b>Other Total</b>	353,438
<b>Grand Total</b>	4,585,206

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.

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.

A substantial amount of money has been saved for improvements to our school playground, staff toilets, storerooms and sick bay during 2019. This work is needed to improve the effectiveness of the school and to enhance the playground for students.

# 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.

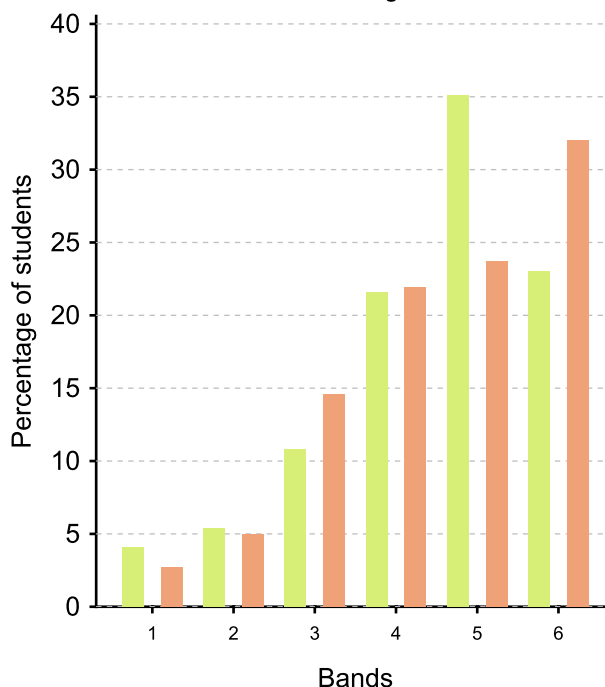
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

2018 NAPLAN results indicated that 87% of students in Year 5 achieved expected growth or above in reading compared to 63% in the state and 70% of Year 5 students achieved expected growth or above in spelling compared to 60% in the state.

Reading and spelling growth is strong compared to the state results and these areas are our greatest strengths. In grammar and punctuation and writing our growth scores were slightly below state average.

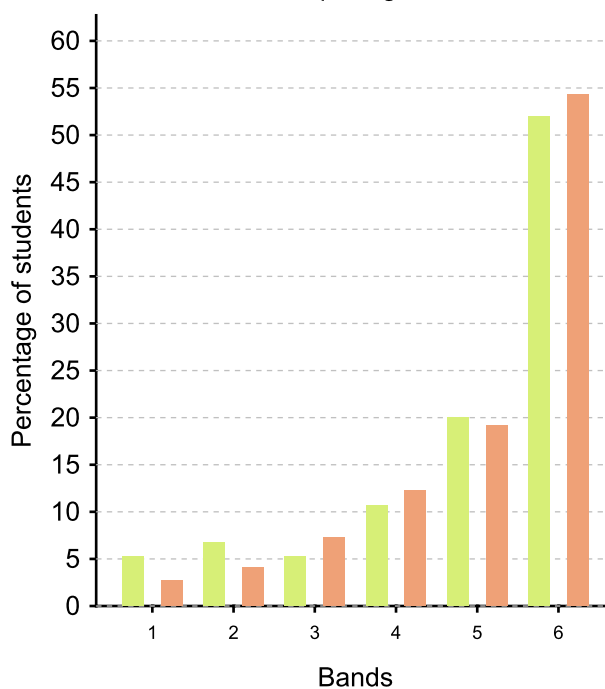
### Percentage in bands:

#### Year 3 Reading

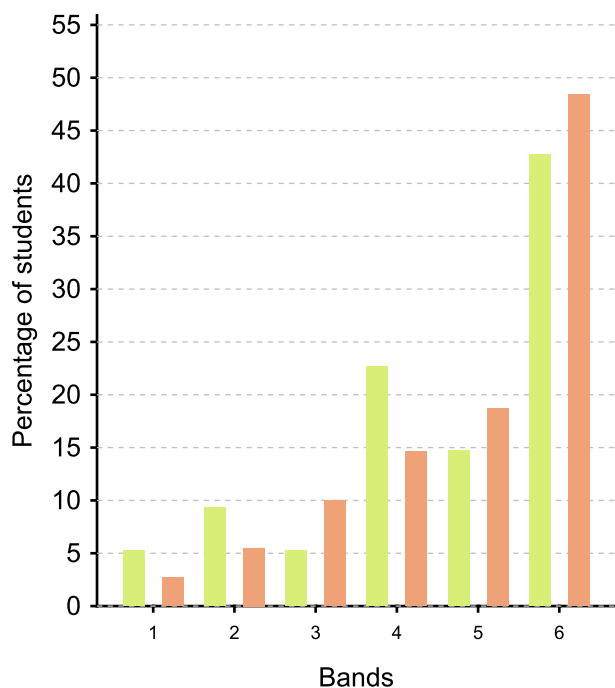


### Percentage in bands:

#### Year 3 Spelling

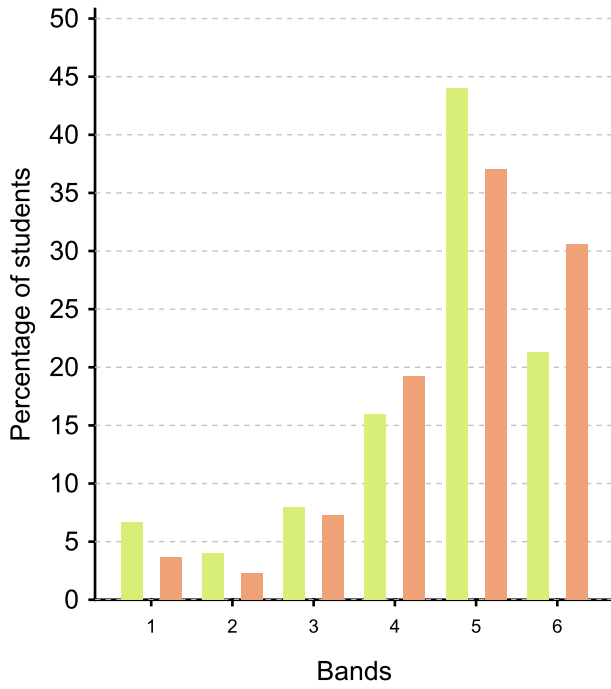


### Percentage in bands: Year 3 Grammar & Punctuation



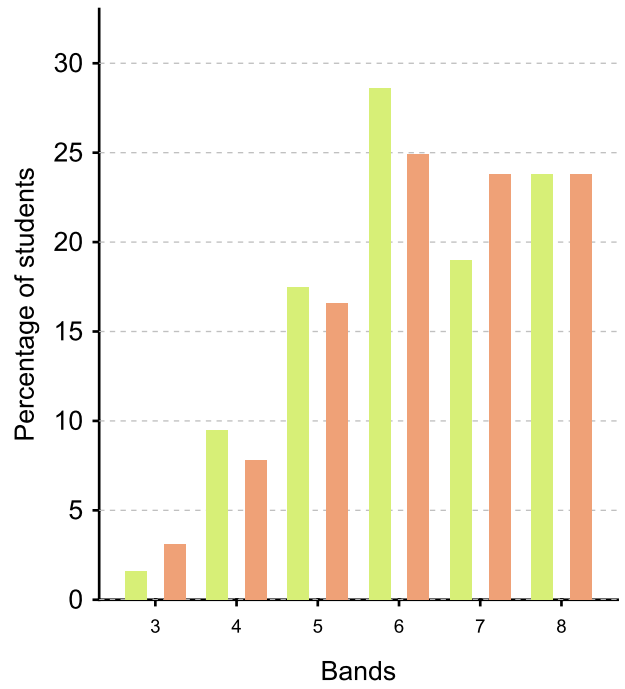
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



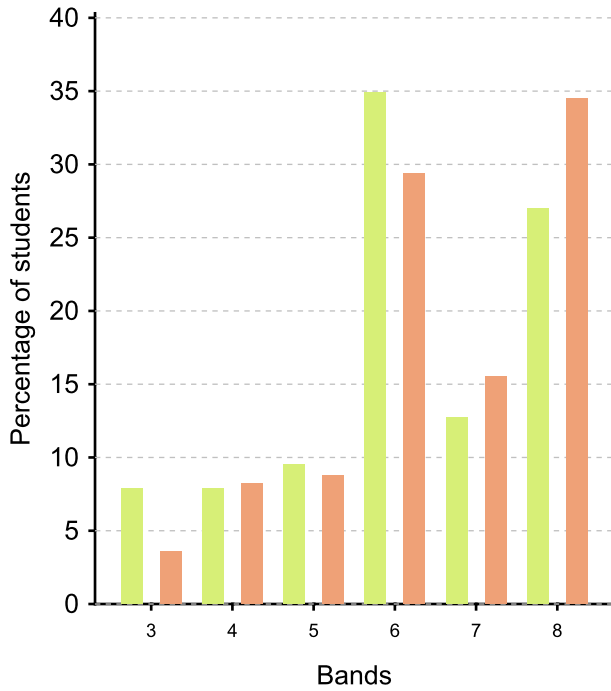
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



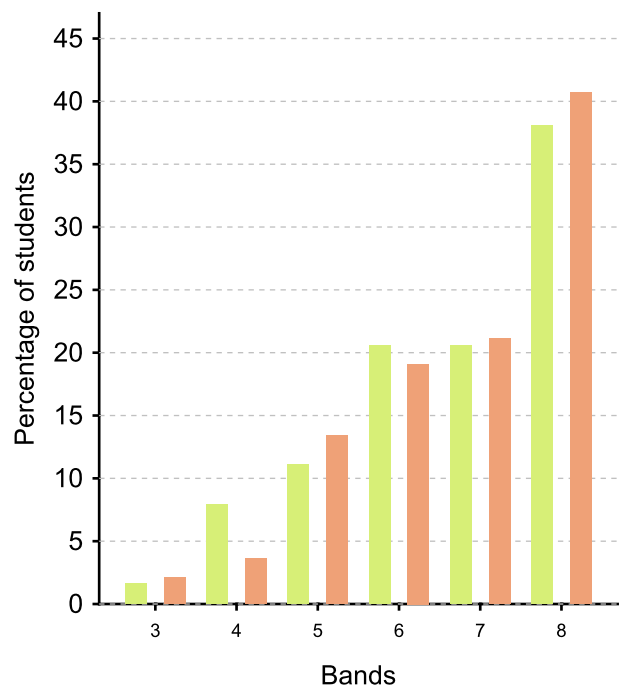
Percentage in Bands  
School Average 2016-2018

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



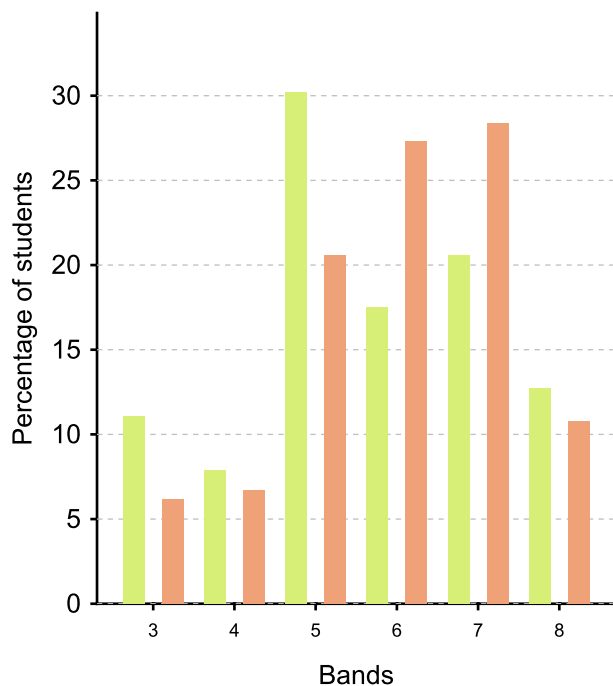
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

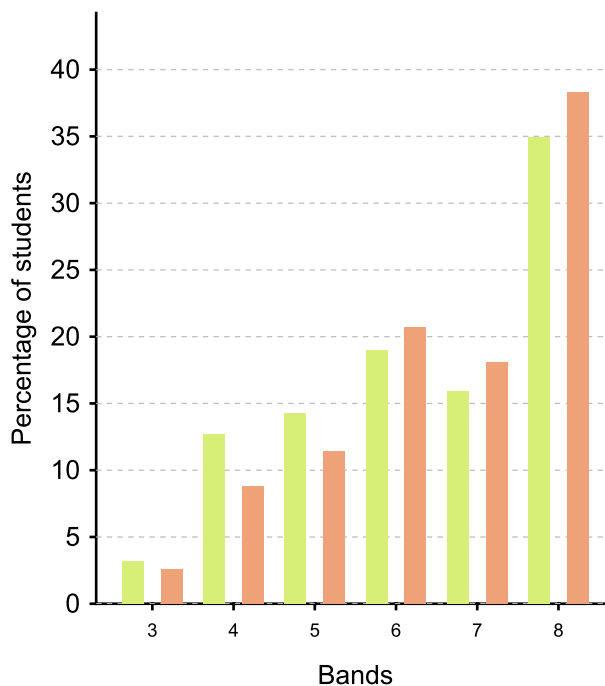
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

2018 NAPLAN scores indicated that 60% of students in Year 5 achieved expected growth or above in numeracy as compared to 59% of the state. Year 3 results in numeracy were slightly lower than state average this year.

**Percentage in bands:**  
Year 5 Numeracy

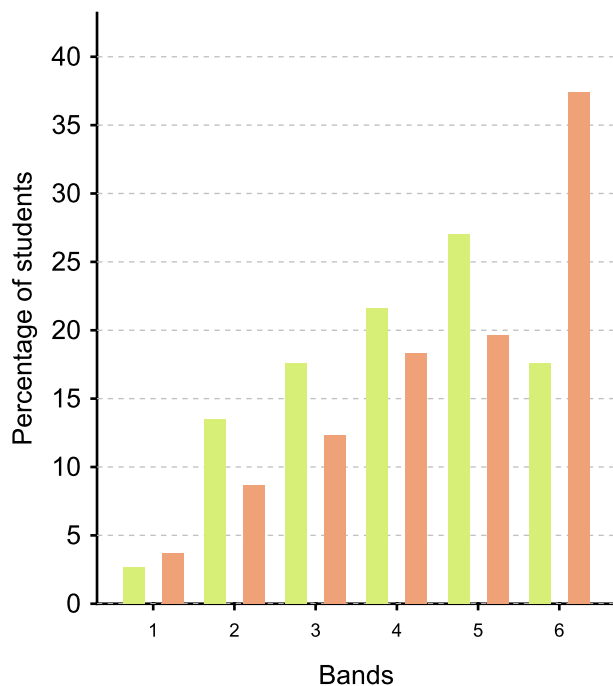


Percentage in Bands  
School Average 2016-2018

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.

Premier's Priority – An average of 49.2% of students in Years 3 & 5 at Hurstville south performed in the top two bands in reading and numeracy in 2018.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

## Parent/caregiver, student, teacher satisfaction

### Student Satisfaction Survey

One hundred and seventy three 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:

- 79% of students reported that they are interested and motivated in their learning
- 91% of students indicated that they try hard to succeed
- 94% of students indicated that they demonstrate positive behaviour at school
- 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.

### 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, the school supporting their child's behaviour and being kept informed as school strengths. These were rated at a similar level, if not slightly higher in some cases, to the average rating of other parents in NSW Government schools.
- 91% of our parents have found electronic forms of communication such as emailing and text messaging to convey school news and information useful to very useful throughout 2018.
- Parents rated the school support of positive behaviour on par with NSW Government schools. This is an area we will continue to focus on in 2019 through the Positive Behaviour for Learning (PBL) process.

### Teacher Satisfaction survey

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

- 88% of teachers either agree or strongly agree that school leaders are leading improvement and change within the school
- 92% also agree or strongly agree that school leaders clearly communicate the strategic vision and values for the school
- Teacher collaboration and learning culture were rated slightly lower than NSW Government school norms. This will continue to be a focus area in 2019 through the continuation of the future focused professional learning to build teacher skill and understanding around collaboration, creativity, critical thinking and communication. This is an identified strategic direction in the 2018–2020 school plan.

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



## Policy requirements

### Aboriginal education

NAIDOC week was celebrated at Hurstville South Public School in 2018 by a whole school assembly which was run by the Student Representative Council with assistance from our Aboriginal students. Each stage performed a song and parents were invited to attend the assembly. NAIDOC week is symbolised by the colours red, yellow and black and students were encouraged to wear clothing in these colours to show their support of NAIDOC week.

In addition to this students learnt about Aboriginal history and the traditional life that Aboriginal people once led. Students are encouraged to understand and celebrate the importance of Aboriginal culture and its care of the land.

Personalised Learning Plans (PLP) have been monitored and reviewed each semester for our Aboriginal students leading to an improvement in some student learning outcomes.

### Multicultural and anti-racism education

Hurstville South Public School is proud of its diverse multicultural community. 91% of our students are from a language background other than English with over 30 language backgrounds represented within the school.

We celebrate the diversity of our community through Harmony Day. This year students were all asked to find something orange to wear to symbolise Harmony Day. The message of Harmony Day was 'everyone belongs'. Our event was designed to involve the school community, respect cultural and religious diversity and foster a sense of belonging for everyone. Students attended our Harmony Day assembly and learnt about ways to show respect, nurture friendship and work together.

Our Chinese language program gives students an opportunity to learn Chinese and students participate in Chinese cultural festivals.

Our English as an Additional Language or Dialect (EALD) team organised a parent workshop each term which covered a range of topics relevant to EALD families. Parents also stayed for morning tea and this provided an opportunity for parents to get to know each other. These workshops were well attended and will continue in 2019 as a highlight of the EALD program.