

Hurstville Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 has been a landmark year at Hurstville Public School. During 2019, the school continued its significant focus on contemporary learning practices and has been part of a rapid expansion of the *Community of Practice* formed in 2018 with our four other local primary schools learning partners – *Carlton Public School, Connells Point Public School, Hurstville South Public School and Mortdale Public School*.

Across our five school sites, a number of collaborative groups have emerged. These groups bring specialist staff, new staff and representatives from each school site together to collaboratively develop experiences for students and community members across the five schools. This ongoing connection and opportunity for shared professional dialogue and planning amongst our staff has seen these *Community of Practice* groups really strengthen their links and provide the group members with agency to lead learning and innovation across the schools.

One of the Community of Practice groups, the *Assessment and Reporting* group focused on examining the current student reporting practices across the five schools and exploring pathways that will allow for the incorporation of the 4C contemporary learning skills and learning dispositions into the reporting structure for each school. This is a new paradigm in terms of the way schools and their communities are thinking about the development of relevant and student centric reporting.

During 2019, Hurstville Public School underwent the External Validation process. This is a rigorous self-assessment process that involves the exploration of evidence collected and analysed in support of an assessment the school makes of itself against the domains and areas of the School Excellence Framework. An external validation team works with the school self-assessment team to determine whether they also concur that the evidence presented is reflective of the assessment the school has made of itself against the School Excellence Framework.

As a result of this External Validation, the school and the validation team determined that there was a clear alignment in the domains of Learning and Teaching. In the third domain of Leading, the validation team believed that the school team had assessed two of the areas lower than what they believed these areas should be and adjusted them from Delivering to Sustaining and Growing. External Validation proved a very positive experience for the school, as it helped the school team to really crystallise our obvious next steps forward for the school community.

Another exciting development during 2019 was the commencement of the major capital construction program for the building of a new Homebase (4 Classroom), the extension of the school hall and the school library and the construction of a new canteen. The works got under way during Term 2 and are expected to conclude in early term 2, 2020. This program of works is an amazing opportunity for the school community and will provide incredible contemporary learning spaces for our students now and into the future. The extension of the school hall and library will also make many additional learning and community opportunities possible.

Hurstville Public School received two significant awards in 2019 for transformational leadership and learning. The first award was from the **Australian Council of Educators** and was awarded to the five schools making up our Community of Practice for their collaborative approach to transformational leadership and learning. The second award was received from the **NSW Department of Education – Metropolitan South Operational Directorate** and was again awarded to

our five Community of Practice schools for transformational leadership and learning. Both awards recognise the outstanding commitment of the teachers and leaders from all five schools to develop and refine highly effective contemporary teaching practice across a deeply collaborative learning community.

Road safety still remains an issue of significant concern for not only the Hurstville Public School community but also for the five other school communities in the local education precinct. As the traffic volume and relentless high density development in the local area continues to increase at a breakneck pace, so do many challenges arise when endeavouring to maintain road and pedestrian safety. The importance of a deep and abiding commitment to road and pedestrian safety was brought home to all community members in 2019 through the tragic passing of an ex-student, as a result of a motor vehicle accident within the immediate proximity of the school. The enormity of this event continues to be something that has refocused the school and local community on ensuring each and every person is committed to keeping local roads and footpaths safe for our young people.

I would like to acknowledge the incredible teaching, specialist and administration staff of Hurstville Public School. They are an amazing group of professionals who go above and beyond for the students each and every day. As a school community, we are so very fortunate to be served by these diligent practitioners.

It would be remiss of me to not fully acknowledge the Hurstville P&C for their unstinting support of the school, the students and the staff. Their open and honest consultation and wisdom is highly valued and their tireless work in support of our school community's identified priorities for our students is second to none.

I especially extend my thanks to the members of the P&C Executive team who have, as always, been so incredibly supportive of both the school and the school's leadership team. We look forward to continuing this highly successful collaboration with the P&C in 2020.

2019 was certainly a landmark year for Hurstville Public School but at the same time, it was also a year that made us reflect deeply on what it is that is fundamentally important to all human beings. There are many significant things we as a school community will take away from 2019 and these reflections from the year will certainly never be forgotten in terms of our planning for the future.

Mark Steed

Principal



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 1230 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

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.

Improvement Measures

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).

Staff developed rubrics and assessments show increasing opportunities for students to engage with the 4Cs of contemporary learning.

Student voice, work samples and reflections show increased student understanding of learning dispositions, adaptability and mindsets to be a successful learner.

Overall summary of progress

Some of the projects we have undertaken this year include:

- ongoing focus on contemporary learning.
- learning alliances with other organisations.
- ongoing development and collaboration between our Community of Practice (COP) schools and our academic partners.
- trial and implementation of resources such as, Showbie, SeeSaw, 3D printing and Microsoft Office.
- an increase in focus on STEM learning.
- build a Community of Practice (COP) between Hurstville and other schools specialising in Gifted & Talented education.
- understanding the forthcoming High Potential and Gifted Education policy.

Progress towards achieving improvement measures

Process 1: Transforming Schools Project:

- Contemporary Teaching and Learning
- Contemporary Learning Community of Practice
- Community Languages Community of Practice
- Effective Integration of Technology for Contemporary learning

Evaluation	Funds Expended (Resources)
Effective partnerships in learning between students, as well as between teacher and students, have been created by ongoing focus on contemporary learning practices. This has resulted in an increase in students that are motivated to deliver their best and continually improve. The curriculum and learning experiences have been enhanced by learning alliances with other schools or organisations. This improvement has been created by the ongoing development and collaboration between our Community of Practice (COP) schools and our academic partners. It is evidenced by new COP teams such as Community Languages, EALD, Assessment and reporting and New teachers, adding a total of 176 staff across the 5 schools. Additionally, the number of participating schools has increased. During 2019, Hurstville Public received both a Principal's Network Award and a Australian College of Educators for its Leadership in Transformational Learning and Excellence in Education.	<p>\$65 000 – Presenter and facilitator fees</p> <p>\$95 000 – Casual relief for staff to undertake Contemporary Learning PL and COP collaborations</p>

Progress towards achieving improvement measures

Process 2: Effective Integration of Technology for Contemporary Learning:

All learners engage with the most effective evidence-based teaching methods, further embedding the 4Cs of contemporary learning into real world, inquiry based curriculum experiences.

Evaluation	Funds Expended (Resources)
The use of technology for teaching and learning practices at Hurstville has improved contemporary learning opportunities through trials, and subsequent implementation, of programs such as Showbie, SeeSaw, 3D printing and Microsoft Office. This has been supported by the continuing growth of the Stage 3 BYOD program, as well as increase in procured school devices, which has created greater access to technology for learning for all students. Additionally, an increase in focus on STEM learning has been supported by the purchase of twelve 3D printers with collaborative teaching opportunities to support the development of effective teaching practice. This has also resulted in increased teacher efficacy in utilising technology for learning. This improvement has been support by a shift in teacher engagement with technology through additional professional learning, increased access to technology and shifts in whole school communication and organisational practice. The result is that technology is effectively used to enhance learning and service delivery.	<p>\$ 20 000 – Purchase of fifteen 3D printers – Funding supported by P&C</p> <p>\$25 000 – Lego Wedo and Mindstorms Robotics Kits</p> <p>\$ 10 000 – Purchase of additional iPads for student use</p> <p>\$18 000 – Purchase of three Computers– on–Wheels (COW) large Screen and integrated PC</p>

Process 3: Gifted and Talented Project:

Contemporary Learning for Gifted and Talented students.

Evaluation	Funds Expended (Resources)
The Gifted & Talented committee established a Community of Practice (COP) between Hurstville and other schools specialising in Gifted & Talented education. This was done by connecting Opportunity Class teachers across 3 schools in the South Sydney Metro region. The community focussed on reviewing and understanding the forthcoming High Potential and Gifted Education policy, due for implementation in 2021. The draft policy was shared between key stakeholders with the aim of introducing all teaching staff across the school to the policy in order to improve identification and support of students with High Potential and Gifted needs. This COP also engaged in collaborative classroom visits to identify ways to embed contemporary learning practices for Gifted and Talented students. This has provided a conduit in which teachers across the PLC can further engage and identify ways to provide additional contemporary learning opportunities.	\$6000 – Casual relief for staff members to attend Community of Practice events each term.

Next Steps

- Continuation of current *Community Of Practice* (COP) groups and building the capacity of aspiring leaders to drive the PL based on the needs of the group
- Additional COP groups established for Learning and Support Team (LaST), library and grade/stage groups with aspiring leaders across the COP to lead.
- COP Assessment and Reporting to design and create a shared model of assessment of Learning Dispositions and consistency across all schools for reporting student progress and areas for improvements to parents.
- Continuation of PL for new staff around Contemporary Learning with a sustainable model to be created to enable schools to deliver PL in 2021
- Continued focus on STEM learning to be supported by the increased use of the twelve 3D printers with collaborative teaching opportunities to support the development of effective teaching practice.
- Expand the use of Seesaw as an opportunity to bridge connections between home and school with students in Kindergarten to Year 4.
- Upgrade of network and Wi-Fi access across the school to enable better connectivity and access to online platforms
- Continuation of COP Gifted and Talented group

- School wide PL and support for the implementation of the High Potential and Gifted Education policy



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.

Improvement Measures

Increasing value added growth using internal and external evidence sources in literacy and numeracy.

An increasing proportion of students in the top two bands in literacy and numeracy, with specific focus on moving and developing EAL/D learners.

Parents' surveys show increased understanding of and positive affirmation of individual learning goals and contemporary classroom practices.

A range of internal and external student assessment data is increasingly used school wide to identify student achievement and inform future directions.

Quality valid and reliable data is collaboratively used to increasingly inform planning, identify interventions and modify teaching practice.

Overall summary of progress

Some of the projects we have undertaken this year include:

- development of collaborative planning in grade teams, with the specialist teachers, to design student focused programs and assessment tasks.
- continued building of partnerships with our Community of Practice schools
- using Collaborative Classroom Visits, Deep Noticing and Action (CCV/DNA) as a platform to enable influence and action to drive improved teacher practice.
- development of our skills, to understand and use data effectively to inform decisions about areas of success and those that require improvement.
- formation of a Data Literacy and Data Analysis Team from school staff members.
- development of staff understanding and use of the Literacy and Numeracy progressions and PLAN 2 software to support teaching and learning.

Progress towards achieving improvement measures

Process 1: Collaborative Practices:

Develop, implement & embed explicit and visible systems for collaboration, feedback & sharing effective practice, driving ongoing improvement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>All teams including specialist teams met every 3 weeks throughout the year to collaboratively plan & reflect on shared units of work. Collaboratively planned units are uploaded to Teams. In Term 4, the leadership had professional learning on Backward Mapping and its place in the Teaching and Learning Cycle. In 2020, the leadership team will continue to develop their skills on Backward Mapping with a view to transferring this knowledge to grade teams during collaborative planning days.</p> <p>Class teachers participated in micro-planning sessions with EALD teachers.</p>	<p>\$ 50 000 – Casual Relief for the operation of whole day collaborative planning sessions for teaching teams each term.</p>

Progress towards achieving improvement measures

Staff completed a survey to reflect on this process to inform future planning. In 2020, there will be an increased focus on co-debriefing and co-reflection.

Literacy SPLAT Team collaborated to update a plan for literacy improvement actions for 2020. In 2020, the literacy team aim to co-create rubrics to support consistent teacher judgement in Seven Steps to Writing K-6 and align Quality Literature to Seven Steps.

Process 2: Building Partnerships:

The school is recognised as a key collaborator in leading, sharing and building upon relationships to create a learning hub focused on providing ongoing development of staff, students and community through quality research-informed TPL, mentoring and coaching networks.

Evaluation	Funds Expended (Resources)
Throughout 2019, we endeavoured to strengthen partnerships within and beyond our school through stronger connections with our Community of Practice schools and with our parent community. Our leadership team combined with other COP leadership teams for shared professional learning around our 4C practices. Our Instructional Leaders shared their expertise through co-teaching, leading collaborative planning, and conducting professional learning at HPS & other local schools. Our CCV-DNA processes ramped up throughout the year and we collected valuable data on the large number of teachers involved in these processes. Through CCV-DNA, we have embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. Our CCV-DNA rounds will include other COP schools in 2020. We held a number of parent workshops throughout the year to build communication and understanding and trialled the use of Seesaw as a sharing platform. There is still a recognised need to improve our level of parent engagement, as the percentage of parents involved in classrooms, attending sessions and responding to surveys, such as TTFM, is poor. In 2020, we plan to trial new ways to engage parents such as through parent network morning teas, conducting surveys at Meet the Teacher and Parent Teacher Interviews (which are currently well attended), and through ongoing workshops and the expansion of Seesaw.	\$30 000 – Casual relief for teaching staff to attend CCV/DNA sessions (incorporated into Contemporary Learning Funding for 2019)

Process 3: Evaluative Practices:

Use of data informs teachers and leaders on effective program delivery to improve student performance and drive whole school strategic improvement measures.

Evaluation	Funds Expended (Resources)
<p>The Leadership Team identified the need for better sharing of data through our EV processes. We established a Data Literacy team and have plans in place to upskill staff in data literacy. In 2020, the leadership team will complete the CESE 'Using data with confidence' course and transfer that knowledge to grade teams.</p> <p>The IL Literacy analysed NAPLAN data and shared this with the leadership team and the team completed professional learning on Scout. Further analysis of our equity groups data will be conducted in 2020, once issues with Scout data are resolved. In 2019, all teachers had training on PLAN2 and using Progressions data to monitor student improvement. In 2020, grade teams will be using the 'Traffic lights' monitoring system twice a term to engage in reflective discussions around student learning linked to the Literacy Learning Progression.</p> <p>2019 NAPLAN data showed excellent value added results and student</p>	\$5 000 – Facilitation fees for guest presenter on usage of SCOUT Data Platform.

Progress towards achieving improvement measures

growth data which will support our focus on school targets going forward. We also need to improve the visibility of our student data by sharing this with the broader school community.

Next Steps

- Class teachers participated in micro-planning sessions with EALD teachers. Staff completed a survey to reflect on this process to inform future planning. In 2020, there will be an increased focus on co-debriefing and co-reflection.
- Literacy *School Plan Leadership Action Team (SPLAT)* collaborated to update a plan for literacy improvement actions for 2020. In 2020, the literacy team aim to co-create rubrics to support consistent teacher judgement in Seven Steps to Writing K-6 and align Quality Literature to Seven Steps.
- There is still a recognised need to improve our level of parent engagement, as the percentage of parents involved in classrooms, attending sessions and responding to surveys, such as TTFM, is poor.
- In 2020, we plan to trial new ways to engage parents such as through parent network morning teas, conducting surveys at Meet the Teacher and Parent Teacher Interviews (which are currently well attended), and through ongoing workshops and the expansion of Seesaw.
- Further analysis of our equity groups data will be conducted in 2020, once issues with Scout data are resolved. In 2019, all teachers had training on PLAN2 and using Progressions data to monitor student improvement.
- In 2020, grade teams will be using the 'Traffic lights' monitoring system twice a term to engage in reflective discussions around student learning linked to the Literacy Learning Progression.
- 2019 NAPLAN data showed excellent value added results and student growth data which will support our focus on school targets going forward. We also need to improve the visibility of our student data by sharing this with the broader school community.



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.

Improvement Measures

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.

PBL data and fidelity surveys show increasing positive behaviours and compliance with expectations.

Student surveys, voice and focus groups show increasing positivity about school programs, resilience and use of learning dispositions.

There are increasing opportunities for student leadership within and beyond the school.

School equity teams show increasing collaboration and opportunities to engage and celebrate diverse community groups; promoting connections and understandings.

Overall summary of progress

Some of the projects we have undertaken this year include:

- implementation of range of wellbeing initiatives, including drumming, Peaceful Kids and Special Interest Groups.
- the Peer Support program was implemented across all classes K–6.
- community engagement built through celebrating Harmony Day, Eid and Chinese New Year.

Progress towards achieving improvement measures

Process 1: Wellbeing Projects

to develop a wellbeing toolkit across the school community

- embedding PBL throughout the school
- PERMAH Model (including Mindfulness)
- Emotion Coaching
- Targeted needs-based projects (eg 3 Bridges Own It Program)
- Learning Dispositions

Evaluation	Funds Expended (Resources)
<p>A range of wellbeing initiatives, including drumming, Peaceful Kids and Special Interest Groups have been developed and implemented across the school to support the wellbeing of all students so that they can connect, succeed, thrive and learn. Data is systematically collected and analysed to monitor and refine whole school practices. The wellbeing initiatives have resulted in enhanced learning outcomes, a reduction in negative behaviour incidents and an increased ability for students to self-regulate their emotions.</p> <p>Tiered Fidelity Inventory data showed that 100% of staff surveyed could identify school wide expectations, had taught expected behaviours and had given tangible awards out. 93% of students surveyed could identify school wide expectations.</p>	<p>Sentral and PBL tools</p> <p>\$8 000 – Course fees and Casual Relief for training of eight teachers in drumming program.</p> <p>\$3 000 – Purchase of school set of drums for program</p> <p>\$35 000 – (Flexible Wellbeing Funding) – School contribution to 3Bridges Youth Workers service provision (Co-Funded – 7 Days per week)</p>

Progress towards achieving improvement measures

Process 2: Student Leadership

Increasing opportunities for student leadership including active citizenship within the local community

Evaluation	Funds Expended (Resources)
The Peer Support program was implemented across all classes K–6, including the Support Unit. Peer Support provides a leadership opportunity to all Year 6 students and fosters positive, respectful relationships with their peers. This evidence based program provides explicit training for all Year 6 leaders to build their confidence and capacity in leadership, resulting in increased student voice, active citizenship and authentic community connections.	\$8 000 – Purchase of Peer Support training modules and Casual Relief for staff members to attend training.

Process 3: Equity Strategy

Identifying and supporting students from diverse backgrounds to build cultural capital and promote inclusivity.

Evaluation	Funds Expended (Resources)
There has been a diverse range of opportunities, including celebrating Harmony Day, Eid and Chinese New Year, to engage community members, to build cultural capital and to promote inclusivity. These events have raised cultural awareness and enhanced community connections. This has contributed to an increased sense of belonging for students, a shared understanding of cultural diversity and a cohesive educational community.	\$2500 – Funding to support the organisation of significant days to celebrate diversity – Production of photo images on canvas prints.

Next Steps

- Continue to implement, review and refine Positive Behaviour for Learning procedures and initiate wellbeing programs to specifically target identified students.
- 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 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.
- Refine the Peer Support program to specifically support the school's learning culture and incorporate contemporary learning strategies.
- To further develop connections with the Community Language team to increase community engagement and involvement to build cultural awareness.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	No funding provided in 2019	No funding provided in 2019
English language proficiency	\$50 000 – Term based EAL/D Micro Planning Sessions across the school (Relief Funding)	The implementation of micro planning sessions each term during 2019 created defined opportunities for classroom teachers and EAL/D practitioners to review, assess and plan for the needs of students in each class. As a result, stronger, more effective communication and co-teaching structures were established across the school. Feedback gathered from class teaching staff and EAL/D specialist staff indicated that the micro planning opportunities provided ongoing dialogue between practitioners about individual students and groups within each particular class. Classroom teachers also indicated that the micro planning sessions provided additional support for developing their understanding of the EAL/D Learning Progressions in terms of assessing the students in their class.
Low level adjustment for disability	<p>\$68, 271 – HR Costs – Casual SLSO salaries</p> <p>\$40, 000 – Partial funding of Instructional Leader – Literacy position.</p> <p>\$5500 – MacqLit LAS Teacher and SLSO Training Costs</p>	<p>Students from grades Kindergarten – Year 6 included in the MiniLit and MultiLit programs for 2019 demonstrated significant improvement in phonemic awareness skills in support of their ability to successfully decode text. 84% of students participating in these program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than 6 levels of the program).</p> <p>At the conclusion of 2019, all Learning and Support teaching staff and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, sustainable literacy support model can be deployed across the school in 2020 that will engage more students with additional literacy needs from grades across the school. 100% of Literacy Support staff successfully trained in the delivery of this program.</p>
Quality Teaching, Successful Students (QTSS)	2.188 FTE– \$233,495 – HR Costs – Full time Instructional Leadership Positions in <i>Contemporary Learning and Numeracy</i> . Partial funding of Instructional Leader – <i>Literacy</i> .	<p>Creation and development of a highly engaged Community of Practice comprising 5 primary schools has yielded opportunities to teachers to observe, reflect and plan for experiences in contemporary learning, Literacy and Numeracy teaching practice.</p> <p>Feedback collected from teachers regarding Community of Practice Staff Development Day Term 3 indicated that 89% of the 235 teaching staff believed that this innovative, contemporary professional learning opportunity was highly beneficial and provided clear pathways and scaffolds for explicit contemporary learning practice that teachers would subsequently trial with their students.</p>
Socio-economic background	\$55,402 HR Costs – Casual SLSO salaries	Students from grades Kindergarten – Year 6 included in the MiniLit and MultiLit programs

Socio-economic background	\$55,402 HR Costs – Casual SLSO salaries	<p>for 2019 demonstrated significant improvement in phonemic awareness skills in support of their ability to successfully decode text. 84% of students participating in these program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. Students achieved on average an increase of 10 reading levels by the end of their time on the program. Students achieved on average an increase of 10 reading levels by the end of their time on the program.</p> <p>At the conclusion of 2019, all Learning and Support teaching staff and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, sustainable literacy support model can be deployed across the school in 2020 that will engage more students with additional literacy needs from grades across the school. 100% of Literacy Support staff successfully trained in the delivery of this program.</p>
Support for beginning teachers	<p>\$57 000 – –eligible first year teachers</p> <p>\$9000 – eligible teachers in second year</p>	<p>100% of identified <i>Beginning Teacher</i> funding recipients (apart from those on approved leave in 2019) accessed available 2019 funding to undertake additional professional learning opportunities, based on areas of growth identified within their Performance and Development Plans. Additional time with Team Leaders and Instructional Leaders was also made available throughout the year by providing relief that is funded by <i>Beginning Teacher</i> allocations.</p>
Targeted student support for refugees and new arrivals	<p>\$701 – Refugee Support (Student Assistance)</p> <p>0.4 FTE New Arrival Entitlement (Term based allocation)</p>	<p>100% of students identified as New Arrivals were provided access to intensive learning and support from EAL/D Specialist teachers throughout 2019. Students identified as New Arrivals have demonstrated significant gains in the usage and understanding of functional English. 100% of students identified as New Arrivals showed significant gains against the EAL/D Learning Progressions.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	675	660	665	642
Girls	555	590	606	592

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96.7	95.7	94.8
1	94.5	94.7	95.2	92.8
2	94.7	94.4	94.5	94.5
3	95.2	95.5	95.6	93.7
4	97.3	94.5	95.6	94.8
5	96.1	96.5	96.8	95.4
6	94	94.7	93.2	92.6
All Years	95.4	95.3	95.2	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Transition programs form a fundamental component of the enrolment process at Hurstville Public School. All students entering Kindergarten in the upcoming year undertake a transition to school program that runs over a four week period and provided 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 and involve short familiarisation sessions spent at the school working with staff prior to beginning at the school.

Students in Year 6 undertake 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at

school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	49.52
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	10.87
Other Positions	5

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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 2019, all teaching staff undertook a whole school professional learning initiative that focused on 4C contemporary learning practices and provided a framework for critical reflection on teaching practice. This professional learning, titled Collaborative Classroom Visit/Deep Noticing and Action was delivered collaboratively between educational consultants from 4C Interactive Learning and members of the teaching teams from across the school.

In 2019, four teachers were working towards gaining accreditation at Proficient level and seven early career teachers were maintaining accreditation at Proficient. In 2019, eight 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 to work towards their achievement.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	814,069
Revenue	11,876,920
Appropriation	11,016,993
Sale of Goods and Services	74,916
Grants and contributions	768,660
Investment income	10,351
Other revenue	6,000
Expenses	-12,305,838
Employee related	-11,049,246
Operating expenses	-1,256,592
Surplus / deficit for the year	-428,918

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.

Hurstville Public School raises funds through school and community activities. In 2019, the school identified programs required to maintain and upgrade school resources and facilities.

These programs included:

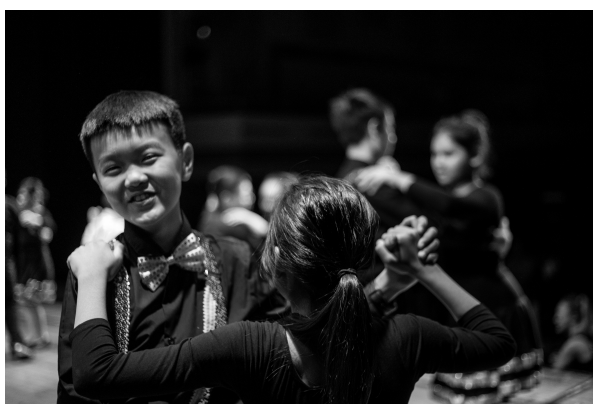
- Continued upgrade and acquisition of digital technology resources to support students in the growth of their utilisation of technologies for learning. (Robotics kits, Devices, additional Wifi Access Points)
- The planning and installation of an upgraded Year 1 play area. (Co-funded)
- The purchase of the ICT hardware and furniture to establish a 3D Printing lab of fifteen 3D printers.
- Installation of upgraded security 'point of entry' facilities and automated gate system on car park entry.
- The purchase of additional outdoor collaborative seating modules for students.
- The installation of additional outdoor secure lighting solutions for all main playground areas. (Photoviatric switching)
- The purchase of additional equipment and games for students to use in different areas of the school playground during recess and lunch breaks.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	845,704
Equity Total	958,870
Equity - Aboriginal	0
Equity - Socio-economic	55,402
Equity - Language	640,294
Equity - Disability	263,174
Base Total	7,611,480
Base - Per Capita	305,490
Base - Location	0
Base - Other	7,305,991
Other Total	1,336,524
Grand Total	10,752,578

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

In 2019, Hurstville Public School 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 assessments in Year 3 and their assessment in Year 5.

70.1% of our Year 5 students achieved at or above expected value growth in reading, compared with a state value added growth figure of 58.4%. In writing, 79.3% of students achieved at or above expected value added growth compared with the state value added growth of 57.2%. In the spelling domain, 64.9% of students achieved at or above expected value added growth compared with the state value added growth of 58.6%. In grammar and punctuation 77.7% of students achieved at or above expected value added growth compared with the state value added growth of 56.5%.

Numeracy

In 2019, 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 assessments in Year 3 and their assessments in Year 5.

75.4% of our Year 5 students achieved at or above expected value added growth in numeracy, compared with a state value added growth figure of 53.2%.



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 2019.

474 students completed the Tell Them From Me Survey in 2019. Parents and teachers completed the *Partners in Learning Community* survey and the *Focus on Learning Teacher* survey in Term 3 of 2019.

Student responses for 2019 indicated:

- **81%** of students identified that they had developed positive relationships at school (Less than NSW Government Norm 85%),
- **89%** of students believed that positive behaviour was exhibited at school by most students. (NSW Government Norm 83%),
- **84%** of students reported being socially engaged and participating in school sports and clubs (NSW Government Norm 83%),
- **67%** of students reported that they participated in extracurricular activities (NSW Government Norm 55%),
- At Hurstville PS, a significantly lower percentage of students in Years 4 and 5 (Yr. 4: **8%**, Yr.5: **5%** and Yr. 6: **17%**) 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 **89%** of students believed they received quality instruction at school, this result sat lower than the NSW Government Norm of 93%,
- **70%** 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 2019 – 2020 is Wellbeing and Belonging, this will be an area we will need to review in terms of developing more tailored experiences for our students that support them to develop a greater sense of belonging at the school.

Teacher survey results were formulated from 48 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 2019 results when compared with those of 2018 identified that:

- Teachers are positive about *Leadership* within the school (**7.7** – equal to 7.7 in 2018) (NSW Government Norm – 7.1),
- There is an increasing culture of *Collaboration* among staff (**8.1** – an increase from 7.7 in 2018) (NSW Government Norm – 7.8),
- The *Learning Culture* for students is increasingly supportive (**8.1** – a decrease from 8.4 in 2018) (NSW Government Norm – 8.0),
- *Data Informs Practice* (**8.0** – down from 8.1 in 2018) (NSW Government Norm – 7.8),
- Teachers use *Teaching Strategies* (**8.3** – down from 8.5 in 2018) that assist all students with their learning (NSW Government Norm – 7.9),
- *Technology* is an important component of teaching and learning (**7.1**) – (NSW Government Norm – 6.7),
- The school community is *Inclusive* (**8.4**) – In 2018, this result was 8.6) (NSW Government Norm is 8.2),
- There is an established culture of *Parent Involvement* (**7.1**) (NSW Government Norm – 6.8),
- Planned learning opportunities – (**8.1**) (NSW Government Norm – 7.6).

Overall, **86%** of teaching staff indicated that school leaders are leading improvement and change at Hurstville Public School. **82%** of staff also indicated that they believed that the strategic vision of the school is clearly communicated.

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 95 parents and carers from Hurstville Public School completed the 2019 survey. This 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 (**7.1**, an increase from 6.5 in 2018) (NSW Government Norm – 7.4),
- *Two way communication with parents* – *Parents are informed* (**6.4**, an increase from 5.4) (NSW Government Norm – 6.6),
- *Parent Participation at school* – Parents talked with a teacher – **60%** 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 – **65%**, an increase from 54% of respondents in 2018, indicated that they had attended two or more meeting at the school.

- *Parents support learning at home (5.9)* (NSW Government Norm – 6.3),
- The school supports their child's learning (**6.9**, an increase from 6.3 in 2018),
- School supports positive behaviour (**7.3**, a significant increase from 6.8 in 2018),
- Parents feel their child is safe at Hurstville PS (**7.7**, equal to the 2018 result);
- *Hurstville PS provides an inclusive environment (7.0*, an increase from 6.3 in 2018) where staff take an active role in making sure all students are included in school activities and develop positive friendships. (NSW Government Norm – 6.7).

Overall, **94%** of respondents indicated that the most useful form of communication regarding school operations and learning was the school newsletter. This was followed by emails 90% and the SMS (Text) 89%.

Parents also indicated that some planned school activities clashed with their own schedules. This is an area the school and community can focus on to review during 2020.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The School Plan Leadership Action Equity Team (SPLAT) informed all staff and students about National Reconciliation Week in 2019. Staff were encouraged to read some quality literature and brainstorm with their students, aspects of Aboriginal culture and history that students felt they didn't understand and would like to learn more about.

Through the weekly bulletin, staff were provided with resources and websites to use in the classroom. During a whole school Monday morning assembly, a number of our students informed the whole school about the theme: *"Grounded in Truth. Walk Together With Courage"*. *National Sorry Day* was also acknowledged during a Monday morning assembly.

In 2019, the Equity team liaised with 3 Bridges to organise NAIDOC celebrations for students in Kindergarten to Year 6. The celebrations were held over two days with students in Kindergarten, Year 1, Year 2 and the Support Unit celebrating NAIDOC Day on the first Thursday of Term 3. Each grade group participated in a range of activities to build cultural respect and understanding.

Hurstville students in Years 3 to 6 celebrated NAIDOC Day with a special assembly in Week 2. An Aboriginal elder from the local community, Aunty Ali, opened the NAIDOC Assembly with a 'Welcome to Country'. Aunty Ali also spoke to the students on the importance of NAIDOC week and some of her experiences growing up in Australia as a young indigenous girl, what it was like going to school and furthering her education. During 'Book Week', Aunty Ali shared her Dreaming stories with students in Year 2 which was an incredible experience for the students.

To inspire Stage 3 students, Mr Shane Phillips a well-respected indigenous community leader spoke to the students about the importance of NAIDOC, and his success as an Aboriginal leader in the community. Both Aunty Ali and Mr Phillips engaged with Hurstville Public School students and staff to share their Indigenous history, culture and achievements.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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

Our Anti-Racism Contact Officers are also supported by our 3Bridges Youth workers who actively support young people to develop positive and tolerant outlooks in relation to all people across our school community.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 98.1% of students from a Language Background Other Than English (LBOTE).

In 2019, the school's Equity team planned and delivered cultural celebrations for Chinese New Year, EID, NAIDOC week, Diwali and Christmas. The Equity Team updated and informed staff through the weekly bulletin and staff meetings. Teaching and learning resources, websites and quality literature were shared with staff to use in the classroom. Student leaders informed the school on each celebration at whole school assemblies. A special whole school assembly was organised for Harmony Day to celebrate the amazing cultural diversity within the school community. Students performed Arabic, Chinese and Macedonian cultural dances, followed by a Dragon dance performed by students from Hurstville South Public School. Students then participated in a variety of learning activities to embrace the day.

The Equity team also organised a 'Meet the Specialists' information session inviting parents to gain an insight into specialist programs. Critical information on how to accurately fill in LBOTE information on enrolment forms and the DoE's Interpreting and Translation service was provided to parents.

Staff from 3Bridges organised Advanced Diversity Services to present at a New Arrival parent support forum. The school Community Liaison SLSO communicated this to our newly arrived parents and as a result, 30% of invited families attended this inaugural support network meeting.

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

Other School Programs (optional)

3Bridges Wellbeing Program

We have 2 Youth Workers employed to support the wellbeing needs of students and their families. One works 5 days a week and the other 2 days a week. The funding for this program is equitably shared between Hurstville Public School and 3 Bridges, with the support of a Federal Government grant.

3Bridges are a not for profit organisation who offer a wide range of services and support to the community.

The Youth Workers have a background in counselling with a trauma informed, strengths based approach to support Young People and their wellbeing.

The 3Bridges staff spend time in the playground every day supporting students and helping those who require help making friends or resolving problems. They model our values of Respect, Responsibility and Learning.

They provide daily or weekly individual wellbeing checks for students of concern.

In 2019, the Youth Workers offered group sessions for Stage 3 students, identified by their teachers, in the following programs:

- **RAGE** – A targeted 6 –7 week program focused on navigating anger and guilty emotions
- **Own It!** – A targeted 6 week program that challenges Young People to take charge of their lives, responsibility for their actions and ownership of their future.
- **Wellbeing Sessions** – Targeted to meet identified needs covering a range of topics including resilience, relationships, transitions and capacity building for Young People.

All Year 6 students participated in a high school transition program, in addition to attending the Youth Zone centre in Hurstville.

The Youth Workers ran parent drop in sessions to support parents in our community and provide a forum for connection to the school. They also ran sessions for newly migrated families to the area.

They have provided individual support for parents who require assistance with access to local community services, high school visits and specialist service appointments.

Together with our Learning and Support team, the workers have collaborated on the design of a referral system for students, and staff for equity of access to the youth workers. This has also improved communication between parents, staff and the youth workers to best meet the needs of students.

We have designed a complex case management model. This provides coordinated, Intensive, strengths based case work to support Young People and their families experiencing complex issues. Targeted interventions, harm minimization strategies, advocacy, and referral services.

