

# 2020 Annual Report

## Hurstville Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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2020 has been a unique year for all schools, particularly Hurstville Public School. While we began the year with a number of ambitious plans for the students, staff and community, we found that early on in the year, our focus had to rapidly change and our skills in adaptability and flexibility were brought to the fore in the way we needed to come together as a school community to navigate the different challenges posed by the management of the COVID-19 pandemic.

While many people are still working through the challenges posed by the global pandemic, it has been a very interesting point of reflection for all schools. When faced with the attrition created by the circumstance, schools had to rapidly rethink and reimagine what a relevant education, meetings and meaningful connection looked like when students and members of the community were unable to work within a face to face setting.

I am incredibly proud of the unstinting effort made by our teachers, our students and members of the school community to upskill in the use of technology for learning at a lightning pace and to also ensure that the ongoing wellbeing of our students was well supported, even when unable to come to the school site each day. The rapid transformation that took place at the end of Term 1 really made us as a community reflect with a deeper appreciation on what we considered to be our previous everyday circumstance.

2020 also saw the completion of our incredible new learning space. This new contemporary learning space has been custom designed by a project reference group consisting of members of the school staff, community representatives and representatives from Schools Infrastructure NSW. The principles of the design reflect the most contemporary research and practice in education and factor in modern design principles and materials usage that provides a sustainable lens around the building. The new building comprises an open plan space that is the equivalent of four classrooms in size and incorporates a practical arts space, a dedicated presentation space and meeting spaces. It also incorporates a wonderful outdoor learning balcony area and, as the building is an elevated design, it includes a fantastic undercroft space that allows for outdoor presentations and events that are fully under cover. Both the process and the product have been very positive outcomes for the Hurstville school community and this new building will future proof the school against any changing needs in the upcoming years. The teachers and students who have been learning in the new space since it opened talk about changing dynamics and having to challenge previous assumptions as it is a different way of thinking about learning. It has been a fantastic vehicle for the school to really question all aspects of our practice in terms of the incorporation of skills for life such as collaboration, critical reflection, communication and creativity.

In line with our ongoing focus on contemporary learning, our Community of Practice has continued to evolve with our partner schools: Carlton Public School, Connells Point Public School, Hurstville South Public School and Mortdale Public School. Although the global pandemic has changed the type and style of interaction and teachers and students have been able to share across the five school, we have utilised communication technology to ensure that this ongoing focus on effective and relevant practice. This practice has continued to be shared and used to challenge all of our learners to explore different ways of learning in order to develop dispositions that support successful learners and the skills related to the 4Cs that are transferrable to all aspects of curriculum and broader life.

I would again like to acknowledge the wonderful teaching, specialist and administration staff of Hurstville Public School. It is humbling to work each day with such an incredible group of professionals who go so far above and beyond what is expected on behalf of the students and community of Hurstville Public School. As a school community, we are indeed so fortunate to be served by these dedicated practitioners.

I would also like to acknowledge the incredible contribution of the Hurstville P&C and thank them for their tremendous support of the school, the students and the staff. This year the P&C has navigated many challenges presented by the global pandemic and have been incredible in their support of the school throughout this period of time.

At the end of 2020, two of our long-standing P&C members will be moving on from their positions on the P&C Executive, as their children are finishing at Hurstville Public School. Mr Jason Yeo has been the President of the Hurstville P&C since 2016 and has held a number of other P&C Executive offices since 2010. Mrs Hong Dao Dang has been Vice President of the P&C since 2018 and has also held a range of positions on the P&C Executive over a large number of years. I hold both Jason and Hong Dao in the highest esteem for their incredible commitment to the students, staff and community of Hurstville Public School. Jason and Hong Dao have been instrumental in developing and consolidating the extremely strong collaboration that exists at Hurstville between the school and the community. It has been their hard work and vision that has seen so many great initiatives to support our students become a reality at the school. I have very much appreciated the confidence, support and consideration Jason and Hong Dao have had for the school administration and, more specifically, for me as the Principal of the school. It has been one of the highlights of my time as a Principal of a number of different schools to work with two such incredibly committed and selfless individuals who have always been prepared to provide the school community with such high quality representation. I wish Jason and Hong Dao the very best for the future and thank them both for their significant contribution to Hurstville Public School.

Finally, while 2020 presented a myriad of challenges for all members of the school and community, it also included some incredibly powerful points of reflection around what is possible and the assumptions we all hold about the way we do things. We have taken away many ideas from 2020 and it is my hope that we now use this powerful reflection to continue to shape Hurstville Public School into the incredible hub of learning it is becoming.

Mark Steed

Principal

### Message from the school community

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Over 2020, our Hurstville Public School (HPS) P&C had a predictably quiet year. With the impact of COVID-19 and government restrictions and lockdowns, families had their hands full working through the implications for education during the first half of the year, and then working to support the school and our children in adjusting to a new normal once students returned to school.

While every school across NSW was impacted by the necessary restrictions, HPS being such a large school (by student population), felt like it was impacted particularly heavily. However, our P&C would like to acknowledge the fantastic efforts of both the staff, and parents to work together to find and accommodate solutions to logistical challenges (social distancing, drop off/pick up time, entry restrictions etc.) to turn a challenging situation into an example of what collaborative success looks like.

While P&C meetings could not be held in person, this situation proved to be a wonderful lesson as our P&C were forced to hold virtual meetings for the first time in its history. This was a huge success in terms of attendance and engagement with the parent community. Virtual meetings held over Zoom enabled so many more parents to join, which we attribute to both the scheduled time and location of meetings (7pm at home instead of the usual 10am on-site timeslot), and the virtual format of the meeting making it much easier for parents to participate.

Through the lockdowns, our P&C managed to still raise tens of thousands of dollars in donations that go directly toward supporting the school through investments in facilities, robotics, library upgrades and the like. A big thanks to all families who made donations to the P&C over the year.

Among the things the P&C achieved through the year was the creation of a time capsule that took months to prepare for. From concept, to planning, to compiling all the contents for inclusion in the capsule across the entire school community, and then arranging funding, quotes and then building of the time capsule which involved deep excavation and concrete encasement. The site of the Time Capsule, in the grassed area outside the front office, was selected to prominently display and ensure the location is never forgotten over the decades, while the plaque and ceremony for unveiling the Time Capsule, attended by our community friend and local State MP, the Hon. Mr Chris Minns, revealed plans for the Time Capsule to remain buried with a suggested opening date no earlier than 13th Nov 2164 - a date to reflect a doubling of the 144 years of age HPS has already achieved.

The P&C would like to thank Mr Steed and the school for supporting our Time Capsule concept, which represents an

important way for the community to preserve our "history" and memories for future generations.

In 2020, the P&C also sadly says farewell to one of our most treasured and loved families and parent: Ms Hong Dao Dang, Vice President of the P&C for over 5 years, friend to so many families and staff, volunteer involved in so many P&C events and activities. While she will be sorely missed, she will not be forgotten, with Hong Dao being recognised and honoured with the award of P&C Life Member at our final P&C end of year celebration (which can be viewed in the display cabinet in the front office), and also receiving the *Principal Network Award: Parent, Carer or Community Member* as nominated by Mr Steed and the staff of HPS. This award is particularly noteworthy given the extremely rare occasions it is awarded to a parent or community member.

Through 2020, the P&C had another year of successful grant applications. The P&C would like to acknowledge and thank the NSW Government's - Community Building Partnership program of 2020 and our local NSW Member of Parliament, the Hon. Mr Chris Minns, for supporting the P&C with a \$40,000 grant for the purpose of erecting shade sails covering the newly constructed play area at HPS. Together with the millions recently committed by the NSW Government to construct our new state of the art Year 2 classroom block, which was completed in 2020, this represents yet another example of the confidence and investment the DoE and NSW Government has in the value and importance of our school, our staff and our children.

This report would not be complete without acknowledging the exceptional leadership and passion our Principal Mr Mark Steed continues to deliver to the school, through a particularly difficult and challenging year. Mr Steed and his entire team have again, delivered a solid and memorable year for our children with positive and fond childhood memories for all our children, despite the global pandemic and ensuing events of 2020. Our school community is extremely proud and fortunate to have Mark and the entire staff teaching our children to prepare them for the challenges of high school and ultimately, life in the 21st Century.

Finally, the P&C would like to acknowledge and thank the entire parent community for supporting our P&C over the year through patience, tolerance, flexibility and support of our staff, our school and our P&C.

As 2020 was my last year as a parent in the HPS community, I would also like to take the opportunity to wish the school and all the staff, families and children, every success in the journey ahead where I will continue to cheer on the school from outside the school gates. HPS will always have a special place in my children's memories and in our hearts. I wish the incoming P&C and Executive team of 2021 all the best in the very richly rewarding volunteer years ahead.

Mr Jason Yeo

P&C President 2020

### Message from the students

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Firstly, we would like to say thank you to the teachers who have supported us and believed in us. Without your guidance and positive thoughts we would not be here as your school captains. I would quickly like to say thank you to Alfred for always being there for me as a friend and as the other school captain. We have been in the same class for most years so I am so happy I got to share another memory with you. Thank you and I will miss you. Well, Alfred little did we know that when we first walked into Mrs Cusumano's class together in 2014 that we would be walking out together as school captains in 2020. It is just incredible and more than words could ever describe. Now we would like to go on a little trip down memory lane and reflect on our journey to being where we are now.

**Kindergarten** - We were new to the school and had no idea what to expect. Let's be real here we were all tiny compared to everyone else. We were all scared but determined to learn. Throughout the year, we got to experience some fun excursions like Funarama and a trip to Camsley Farm. I'm sure by the time we came back from an exciting day, we all had bruises and burns on our knees!

**Year 1** - We had a bit of a better understanding of what the school offered and decided to give things a go. I got my first leadership role as SRC and this was only just the beginning of what was yet to come. Once again, we went to Funarama and shared many fond memories of our experience.

**Year 2** - YES! We are finally the big kids, well of the infants playground. This year I was not only fortunate enough to consider myself a big kid I was also fortunate enough to be in the SRC team and learnt a lot of valuable leadership skills throughout each of the meetings. But overall, the year did not have many changes.

**Year 3** - We were exposed to primary school and were really excited for the opportunities that we would pursue. I also tried out to be an SRC member knowing what role I played in Year 1. Thankfully I got in and was at the top of my game giving in great ideas and always contributing to the discussions.

**Year 4** - Once again this year was like Year 2, it didn't have many changes, but we used our knowledge and leadership



skills to work hard and to keep striving for success.

**Year 5** - Year 5 got a little more complex as we were brought into the real world a little more. This made us mature and pay full attention to what was around. We shared a lot of memories in Year five like camp and being in our first ever real lockdown. I remember one of my close friends vividly saying that while canoeing they kept falling off their canoe, falling into the water multiple times. Don't try and hide I see you. During the second semester we presented our speeches for being elected for the school leadership team. With our faith in everyone's hands we hoped our speech was good enough to make the top 12. Then presentation day came and well I think you all know how that ended since we are making this speech but that is besides the point. The point is that this would not be possible without our fellow peers and teachers. Year 5 was looking great and we were so excited for Year 6.

**Year 6** - Well coronavirus struck. This deadly disease that made us all have to be in lockdown away from all our familiar school memories. Everything was horrible! We had to learn from home and we weren't able to see all our relatives or friends, life had flipped on its head, leaving us all devastated. But all of this came with a lesson, to always be patient and to never take anyone or anything for granted. Speaking of life lessons, although some students have not been here from the beginning, I'm sure that these skills that we have learnt here are going to guide us in our future years of learning. In fact, we had to be patient while waiting for test results and high school acceptance emails and letters. Everyone here is going to go to high school, so we wish you all the best in future years and remember that Hurstville Public School will always be your primary school home. On behalf of Alfred and I we will miss all of the teachers and students. We can't wait to see what the future of Hurstville Public School looks like but I know that we have built an unforgettable past. From Adam going pro in golf to Ahmed thinking of others and creating a school food drive, we truly will never be forgotten. Thank you for being here and I hope you all have a great night. Thank you.

## Year 6 Captains 2020



## School vision

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. 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.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### 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)
<p>Many activities within Strategic Direction 1 were delayed or off track throughout 2020 due to the COVID-19 pandemic. These included many Community of Practice (COP) professional learning sessions due to regulations outlined by NSW Health and Department of Education. Where possible, established COPs ran sessions via zoom and staff valued the sharing and expertise offered by colleagues. It was agreed by the COPs to pause setting up new COP groups as the priority was to establish and build connections face to face.</p> <p>Collaborative Flexible Learning Spaces were successfully completed and opened in 2020. Data from the library shared learning space indicated that staff were open to using the space, however, were not using the online Sentral platform to book. More professional learning around the availability and booking schedule for flexible learning spaces will need to be implemented in 2021.</p> <p>Data from Collaborative Learning Space, O Block, showed students and staff thrived on the opportunities to grow and learn in the contemporary learning space. In 2021 this space can be utilised through an online booking system for staff and students to access.</p> <p>The whole school approach for critical reflection through Collaborative Classroom Visit Deep Noticing and Action (CCV DNA) was implemented throughout 2019 and 2020 and data results outlined the success of this model. The structure was trialled across neighbouring school, Mortdale Public, and the structure was successful. It was delayed due to COVID, however, the structure will be used in 2021.</p>	<p>\$3500 Casual release for CCV DNA</p>

##### 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.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Half of the projects that were anticipated to reach this goal have been delayed. Whilst the establishment of the 3D printing lab, Green Screen editing suite and Seesaw has been successful in broadening classroom practice, the later implementation of LEGO Spike and the use of Microsoft One Note will further support effective classroom practice in technology.	\$7,880 Seesaw

### Process 3: Gifted and Talented Project:

Contemporary Learning for Gifted and Talented students.

Evaluation	Funds Expended (Resources)
<p>The implementation of the Gifted and Talented Project (renamed the High Potential &amp; Gifted Students Project to align with the updated policy) was delayed in 2020 due to the COVID-19 pandemic. The Project reached a goal of establishing a Community of Practice (COP) between Hurstville and other local schools to establish best practice in identifying, supporting and developing High Potential and Gifted (HP&amp;G) learners, however, it will continue to be a work in progress.</p> <p>The creation of an updated support document for identifying and supporting HP&amp;G students within Hurstville was created and will be rolled out to staff during 2021. The connection with Opportunity Class teachers in the South Sydney Metro region that was established in 2019 was weakened due to limited opportunities to connect.</p> <p>During 2021, we will aim to reintroduce collaborative classroom visits to identify ways to embed contemporary learning practices for HP&amp;G students and identify ways to engage students with contemporary learning opportunities across these settings. Due to the COVID-19 pandemic, many goals for this process were not reached. This process has been embedded into 2021, starting with Policy introduction in Term 1.</p>	

## Next Steps

- Continuation of the Community of Practice (COP) groups and building the capacity of aspiring leaders to drive professional learning based on the needs of the group.
- Establishment of a Community of Practice (COP) group to implement an assessment platform for the 9 dispositions to gather data and track student growth and attainment on the E scale.
- Expansion of the Robotics program to include the intermediary level of Lego Spike for Stage 3 students - due to COVID-19 and resource availability this was put on hold in 2020. This will also facilitate the realignment of the Robotics Scope and Sequence.
- Establishment of a video editing suite incorporating 2 MacBook Air laptops, video camera and green screen in the library. Available for flexible booking for PBL projects and assignments.
- Expansion of use of MS Teams across Stage 3 as a Learning Management System to provide flexible and on-demand delivery of lesson content.
- Provide further professional development to all staff around the new High Potential and Gifted Education Policy.
- Reconnect with OC network to continue sharing deeper learning connections with gifted students.
- Connect to local high school that specialise in High Potential and Gifted Education to access further opportunities and greater resources (including HR) for students.
- Identify high potential focused programs to implement, such as TOM, Eureka project, Art programs, Extension music programs.
- Assess and identify the specific learning needs of all high potential, gifted and highly gifted students within the school, particularly outside of the Opportunity Class structure.
- Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.
- Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.
- Build teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.





## 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.

#### 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>There were only two whole day collaborative planning days for grade teams in 2020 due to COVID-19. Teams co-constructed quality teaching and learning programs with Literacy and Numeracy as the focus at collaborative planning sessions.</p> <p>Teams met every 3 weeks to reflect on shared units of work and planned for the upcoming 3 weeks. Grade teams also used Traffic Light monitoring sheets aligned to the Literacy Progressions to track students' progress across elements of Literacy. Classroom teachers used PLAN2 and Literacy Progressions data to track student progress in Literacy and Numeracy.</p> <p>English as an Additional Language/Dialect (EAL/D) specialist staff used colour coded spreadsheets showing student EAL/D Learning Progression phases. EAL/D micro planning sessions were delivered for data led discussions and targeted goals to meet the needs of all learners. The Literacy SPLAT team created draft rubrics for consistent teacher judgement in Narrative Writing K-6 in collaboration with the Transformational Leader - Curriculum. Staff further enhanced the rubrics by consulting the</p>	<p>\$12,500 - casual relief for the operation of whole day collaborative planning sessions for teaching teams each term</p> <p>\$4,000 - casual relief for grades to have a half day traffic light monitoring sessions</p>

## Progress towards achieving improvement measures

English syllabus, Literacy Progressions and the NESA Grammar scope and sequence.

### 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)
<p>Seesaw and Showbie were extensively used across K-6 during the Learning from Home phase of teaching and learning. Learning goals were shared with parents using these digital platforms. The parent community was surveyed at the beginning of the year to learn about parent expectations from Hurstville Public School and their interest in volunteering around the school.</p> <p>Tell Them From Me parent data showed an increased number of parent responses and improvements across all areas of learning, positive behaviour and safe and inclusive learning environments at Hurstville Public School.</p>	

### 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>In 2020, a Data Literacy team was formed. The team engaged staff with a range of parent / teacher / student data to develop staff skills in data analysis &amp; interpretation and identify actions for school improvement. Staff engaged with data from the Tell Them From Me surveys and the Community Evaluation Survey completed by parents at Meet the Teacher night.</p> <p>Staff were asked to identify short term, mid-term and long term goals for whole school improvement. All staff also engaged with the 'Using data with confidence' course. Scout data PL was delivered to the Leadership Team by Fiona Foley, MANSW Consultant with largely positive feedback received from staff.</p>	

## Next Steps

- Classroom teachers will continue to micro-plan with EAL/D teachers with a focus on co-debriefing and co-reflection.
- Narrative rubrics to support consistent teacher judgement in Writing K-6 and collection of pre and post assessment data.
- Groups of parents to attend English language learning classes delivered by TAFE and increasingly volunteer around the school.
- Meet the Specialists will continue to be delivered by specialist teams e.g. EAL/D, Learning and Support, 3Bridges, Library and Community Languages
- All staff to complete SCOUT training.
- EAL/D team to continue delivering data led discussions based on EAL/D Learning Progression colour coded data spreadsheets.
- Increased use of Quality Literature to support Seven Steps to Writing.
- Reflective practice will be enhanced through collegial discussions amongst staff at HPS and across the Community of Practice.
- Staff embedding transformational practices in their classrooms at HPS to upskill other staff and across Community of Practice.
- Establishment of Community of Practice to develop Inquiry based learning and implement teaching and assessment strategies to evaluate growth across all learning dispositions.
- Opportunities for parent involvement to be investigated based on 2020 community evaluation survey.
- 3-way interview process for goal setting with parents to be established.
- Learning to be promoted to parents through multi-lingual presentations, information sessions and celebrations of

learning.

- On-demand instructional videos to support parents in helping their child achieve their goals.



## 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.

#### 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>The PBL student letterbox was successfully introduced to staff and students as a tool to connect and build positive relationships. This supported students to identify staff members who they could turn to for advice and assistance at school. Tell Them From Me data illustrated that the school norm for advocacy at school was 7.6 in Semester 1 2020 compared to 7.2 in Semester 1 2019, indicating a marked improvement.</p> <p>A range of wellbeing initiatives, including 3Bridges Youth Workers, drumming, Peaceful Kids, Special Interest Groups and Breakfast Club 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 PBL team created a step by step guide on how to export data from Sentral to create graphs as a visual representation of the data. 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>Sentral has been used as a vehicle to profile students and track them across the school years. The Learning and Support team have developed whole school procedures to assist staff to track student learning profiles as well as participation in wellbeing programs. Student support and plans are recorded on Sentral to support the continuity of learning for all students at transition points.</p>	<p>Employment of two 3Bridges Youth workers \$50,000</p> <p>Folders for Learning and Support Team procedures \$1200</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)
<p>COVID-19 has impacted greatly on student leadership opportunities in 2020. The Student Representative Council (SRC) was formed in early Term 1 and consisted of over 80 students across Year 1 to 6. Students were provided with opportunities to express their experiences about school and learning and contribute to whole school decision making, ensuring opportunities for student voice.</p> <p>When COVID-19 guidelines were introduced in the latter part of Term 1, SRC meetings were put on hold as cohorts of students were not able to be mixed. The Peer Support program was also unable to be implemented due to restrictions. The student leadership team also had reduced opportunities. However, students across the school were able to engage, participate, lead and learn, showing resilience and determination throughout a very challenging year.</p>	

### Process 3: Equity Strategy

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

Evaluation	Funds Expended (Resources)
<p>NAIDOC week and Chinese Moon Festival have been celebrated at a whole school level to increase student engagement, build cultural capital and promote inclusivity. This has contributed to an increased sense of belonging for students. Tell Them From Me data indicated that 67% of students have a positive sense of belonging. This is however, below the NSW Government norm of 81%.</p> <p>Community members have had limited opportunities to visit the school to participate in whole school celebrations due to COVID-19 restrictions. Other avenues, such as the Newsletter and Seesaw, which is an online platform have been used to raise awareness, promote diversity and acknowledge cultural celebrations.</p>	

### Next Steps

- Systematic, whole school attendance policies and processes are designed and implemented that support the collection and analysis of data to improve regular attendance for all students.
- Regular leadership opportunities are provided for students to ensure student voice is captured and used to inform planning.
- Increase students' feelings of advocacy, where they feel that they have someone who they can turn to for help and advice, where they feel cared for and are supported to achieve their best.
- Increase students' sense of belonging, where they have increased positive relationships, value learning and engage with their school environment.
- Provide optimal opportunities for learners where there are positive, respectful relationships amongst students and staff.
- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Focus on a school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Promote a culture of high expectations where all equity groups are catered for.
- Promote parent engagement in all aspects of school life.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$674 - casual release for PLP	Two students were identified as Aboriginal. Personalised Learning Pathways were developed for these students to ensure that they had three goals - a literacy/numeracy goal, a wellbeing goal and a personal goal. ATSI perspectives were incorporated in class programs across the year and the students were encouraged to participate and lead whole school cultural programs.
<b>English language proficiency</b>	\$65, 630 - Term based EAL/D Micro Planning sessions across the school	Due to COVID-19, only 2 micro planning sessions occurred in Semester 1 2020. The micro planning sessions created opportunities for classroom teachers and EAL/D specialists 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. A greater focus on co-debriefing and co-reflecting in 2021 will be implemented.
<b>Low level adjustment for disability</b>	\$104, 336 - HR costs - SLSO salaries	<p>In 2020, Students from Year 1 - Year 6 requiring additional support in literacy, participated in the following Multilit programs: MiniLit, MacqLit and Reading Tutor.</p> <p>A total of 17 students in Stage 1 participated in the MiniLit program. Students demonstrated significant improvement in phonemic awareness skills in support of their ability to successfully decode text. 88% of students participating in this program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the program. Students achieved on average an increase of 8 reading levels by the end of their time on the program.</p> <p>A total of 10 students in Stages 2 and 3 participated in the MacqLit program. 80% of students participating in this program were assessed as displaying significant positive growth in one or more of the essential components of reading: decoding, comprehension and fluency. Students in these stages requiring a more intensive literacy intervention, received one on one support through the Reading Tutor program.</p> <p>In 2020, an additional three School Learning Support Officers were trained in the delivery of the MacqLit and Reading Tutor programs, ensuring the ongoing sustainability of this literacy support model across the school. 10 out of 13 (76%) support staff are currently trained in the delivery of one or more of the MultiLit programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$233, 754 HR Costs - Full time Transformational Leadership positions in Curriculum and Learning and Support.	<p>The Community of Practice, comprising of 5 primary schools enabled opportunities for teachers to observe, reflect and plan for experiences in contemporary learning, Literacy and Numeracy teaching practice.</p> <p>Transformational leader in Curriculum</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$233, 754 HR Costs - Full time Transformational Leadership positions in Curriculum and Learning and Support.	<p>delivered ongoing professional learning for staff to ensure best practise in literacy and numeracy. Data skills were also focused on to ensure all staff were able to consistently track student progress, plot against the learning progressions and make informed decisions about future directions for student learning.</p> <p>Transformational leaders in Learning and Support implemented consistent, school-wide procedures for tracking student learning on a centralised platform. Professional learning was also delivered to ensure staff were able to cater for the diverse needs of learners.</p>
<b>Socio-economic background</b>	\$59, 586 - HR costs SLSO salaries	<p>In 2020, Students from Year 1 - Year 6 requiring additional support in literacy, participated in the following Multilit programs: MiniLit, MacqLit and Reading Tutor.</p> <p>A total of 17 students in Stage 1 participated in the MiniLit program. Students demonstrated significant improvement in phonemic awareness skills in support of their ability to successfully decode text. 88% of students participating in this program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the program. Students achieved on average an increase of 8 reading levels by the end of their time on the program.</p> <p>A total of 10 students in Stages 2 and 3 participated in the MacqLit program. 80% of students participating in this program were assessed as displaying significant positive growth in one or more of the essential components of reading: decoding, comprehension and fluency. Students in these stages requiring a more intensive literacy intervention, received one on one support through the Reading Tutor program.</p> <p>In 2020, an additional three School Learning Support Officers were trained in the delivery of the MacqLit and Reading Tutor programs, ensuring the ongoing sustainability of this literacy support model across the school. 10 out of 13 (76%) support staff are currently trained in the delivery of one or more of the MultiLit programs.</p>
<b>Support for beginning teachers</b>	\$57, 924 - eligible first year teachers	There were four identified Beginning Teacher funding recipients and two non-funded beginning teachers in 2020. 100% of funded beginning teachers accessed available 2020 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 chosen mentors was also made available throughout the year by providing relief funded by Beginning Teacher allocations.
<b>Targeted student support for refugees and new arrivals</b>	0.6 FTE New Arrival Entitlement (Term based allocation)	100% of students identified as New Arrivals were provided access to intensive learning and support from EAL/D specialist teachers

<b>Targeted student support for refugees and new arrivals</b>	0.6 FTE New Arrival Entitlement (Term based allocation)	throughout 2020. During Learning from Home, EAL/D teachers used Seesaw to assign tasks that were differentiated and translated.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	660	665	642	633
Girls	590	606	592	589

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	95.7	94.8	93.8
1	94.7	95.2	92.8	93
2	94.4	94.5	94.5	91.5
3	95.5	95.6	93.7	89.6
4	94.5	95.6	94.8	91.6
5	96.5	96.8	95.4	92
6	94.7	93.2	92.6	91.4
All Years	95.3	95.2	94.1	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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. This program allows students to familiarise themselves with school routines and different settings within the school. Due to COVID-19, parents and carers were provided with information about the school and ways to help their child with literacy and numeracy via Zoom sessions in 2020.

Transition programs are also provided for students entering one of the Support Unit classes who are 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 a wide range of transition to high school programs in conjunction with the high school they are moving to. These high school transition programs can operate for an entire term prior to the students starting the following year.

### Management of non-attendance

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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)	48.39
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.8
Teacher ESL	5.6
School Counsellor	1
School Administration and Support Staff	10.87
Other Positions	5.6

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 courses. 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.

Due to COVID-19, staff spent a considerable amount of time engaging in professional learning around supporting students' learning from home. Grades worked in teams to develop learning from home frameworks. Staff were upskilled in the use of Seesaw, which is an online platform to support learning. Seesaw was used as a tool to upload tasks for students to investigate and complete at home. Staff were able to monitor student engagement and provided feedback. Staff also utilised Zoom, a video conferencing tool to enable staff to connect with and communicate to others. Staff engaged in professional learning to ensure they were able to successfully engage with students, staff and the community.

In 2020, five beginning teachers were working towards gaining accreditation at Proficient level and two teachers gained accreditation at Proficient. In 2020, four staff members were being supported with specific Beginning Teacher funding that provided additional support, release time and professional learning in the first two years of their teaching career. All staff completed Performance and Development Plans (PDP) to allow them to reflect on their teaching practice based on goals they had developed in conjunction with their supervisor. Teachers plan out professional learning experiences to work towards their achievement.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	385,151
<b>Revenue</b>	11,815,061
Appropriation	11,592,830
Sale of Goods and Services	68,894
Grants and contributions	145,309
Investment income	1,497
Other revenue	6,533
<b>Expenses</b>	-11,963,193
Employee related	-11,037,578
Operating expenses	-925,616
<b>Surplus / deficit for the year</b>	-148,132
<b>Closing Balance</b>	237,019

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.





## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	105,418
<b>Equity Total</b>	995,915
Equity - Aboriginal	674
Equity - Socio-economic	59,586
Equity - Language	678,181
Equity - Disability	257,474
<b>Base Total</b>	8,503,711
Base - Per Capita	304,228
Base - Location	0
Base - Other	8,199,483
<b>Other Total</b>	1,352,519
<b>Grand Total</b>	10,957,563

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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 2020.

In 2020, students, staff and parents were surveyed about the quality of their experiences when learning from home during the COVID-19 worldwide pandemic. Responses indicated:

- **92%** of students indicated that student learning needs were met, however, 29% of students feeling disconnected,
- **95%** of students indicated that clear instructions were provided and 95% received timely regular feedback via Seesaw platform,
- **86%** of parents agreed that their child's learning needs were met and 92% of parent felt supported by the school,
- **91%** of staff felt prepared during the learning from home period, with 88% of staff feeling connected,
- **29%** of staff indicated a concern with student learning.

506 students completed the Tell Them From Me Survey in 2020. Parents and teachers completed the *Partners in Learning Community* survey and the *Focus on Learning Teacher* survey in Term 3 of 2020.

Student responses for 2020 indicated:

- **81%** of students identified that they had developed positive relationships at school (Less than NSW Government Norm 85%),
- **96%** of students believed that positive behaviour was exhibited at school by most students. (NSW Government Norm 83%) This is an increase from 89% in 2019,
- **76%** of students reported being socially engaged and participating in school sports and clubs (NSW Government Norm 83%). This decrease from 84% in 2019 may be due to the worldwide COVID-19 pandemic,
- **61%** 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: 8.2%, Yr.5: 8.2% and Yr. 6: 7.7%) identified early signs of disengagement compared with that across the state (NSW Government Norm - Yr. 4: 8.4%, Yr. 5: 8.2% and Yr. 6: 8.1%),
- **67%** 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 67 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 2020 results when compared with those of 2019 identified that:

- Teachers are positive about *Leadership* within the school (**7.4** - 7.7 in 2019) (NSW Government Norm - 7.1),
- There is an increasing culture of *Collaboration* among staff (**7.9** - a decrease from 8.1 in 2019) (NSW Government Norm - 7.8),
- The *Learning Culture* for students is increasingly supportive (**8.2** - an increase from 8.1 in 2019) (NSW Government Norm - 8.0),
- *Data Informs Practice* (7.8 - down from 8.0 in 2019) (NSW Government Norm - 7.8),
- Teachers use *Teaching Strategies* (**8.2** - down from 8.3 in 2019) that assist all students with their learning (NSW Government Norm - 7.9),
- *Technology* is an important component of teaching and learning (**6.8**) - (NSW Government Norm - 6.7),
- The school community is *Inclusive* (**8.4**) (NSW Government Norm is 8.2),
- There is an established culture of *Parent Involvement* (**7.0**) (NSW Government Norm - 6.8),
- Planned learning opportunities - (**7.8**) (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 252 parents and carers from Hurstville Public School completed the 2020 survey, a significant increase from 95 in 2019. 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 (**7.4**, an increase from 7.1 in 2019) (NSW Government Norm - 7.4),
- *Two way communication with parents* - *Parents are informed* (**6.8**, an increase from 6.4 in 2019) (NSW Government Norm - 6.6),
- *Parent Participation at school* - Parents talked with a teacher - **43%** 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 - 28%, a significant decrease from 60% of respondents in 2019, due to COVID19 restrictions in 2019,
- *Parents support learning at home (6.1)* (NSW Government Norm - 6.3),
- The school supports their child's learning (7.3, an increase from 6.9 in 2019),
- School supports positive behaviour (7.5, NSW Government Norm 7.3),
- Parents feel their child is safe at Hurstville PS (7.4, equal to the NSW Government Norm);
- *Hurstville PS provides an inclusive environment (7.2*, an increase from 7.0 in 2019) 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, **98%** of respondents indicated that the most useful form of communication regarding school operations and learning was the school newsletter. This was followed by emails 97% and the school website 95%, and the SMS (Text) 93%.



# Policy requirements

## Aboriginal Education Policy

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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 informed all staff and students about National Reconciliation Week in 2020, focusing on the theme: In this together. Staff were encouraged to read 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. Staff then used this information to embed cross-curriculum priorities in different curriculum areas to further develop students' understanding of Aboriginal and Torres Strait Islander histories and cultures.

Through the weekly bulletin, staff were provided with resources and websites to use in the classroom to celebrate NAIDOC week. Staff informed students about the theme: Always Was, Always Will Be. In 2020, the Equity team liaised with 3Bridges to organise NAIDOC celebrations for students K-6. Grades participated in a range of activities to build cultural respect and understanding.

## Anti-Racism Policy

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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 five 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

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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.

Hurstville Public School has 98.1% students from a Language Background Other Than English (LBOTE). Multicultural programs are inclusive of all cultures, fostering an understanding of equity, culture, race, diversity, racism and active citizenship in a multicultural society.

In 2020, the Equity SPLAT team continued to plan, celebrate and acknowledge cultural celebrations for Moon Festival, NAIDOC week, Diwali and Christmas. The Equity SPLAT team and the Languages Team Leader updated and informed staff through the weekly staff bulletin and staff meetings. Teaching and learning resources, websites and quality literature were shared with staff to use in the classroom.

Specialist staff delivered the annual '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 Translating service was provided to parents.

The annual EAL/D teacher allocation increased from 5.4 to 5.6 in the latter half of the year.



### 3Bridges Community - Student Wellbeing and Engagement Program (SWEEP)

We have a 3Bridges Community (3BC) staff member who works 5 days a week to support the wellbeing needs of students and their families in Hurstville Public School. The funding for this program is equitably shared between Hurstville Public School and 3BC, with the support of a Federal Government grant. 3BC is a not-for-profit organisation who offer a wide range of services and support to the community. 3BC staff have a background in youth development, basic counselling with a trauma informed, strengths-based approach to support students and their wellbeing. The 3BC staff provide brief wellbeing checks; 1:1 support for students to identify goals and/or areas of improvement, and work with the individual, their support system, families, schools, and other services to achieve those goals; and spend time in the playground supporting students and helping those who require help making friends or resolving problems. The 3BC staff have further provided individual support for parents who require assistance with access to local community services, high school visits and specialist service appointments. 3BC staff model the school's values of Respect, Responsibility and Learning. During COVID-19 in 2020, 3BC staff offered group sessions, programs, and initiatives while adhering to COVID-19 regulations. This included:

- **Wellbeing Week** - Targeted to meet identified needs covering a range of topics including resilience, relationships, transitions, and capacity building for students. The wellbeing session included parts of early intervention targeted programs - RAGE and OWN IT
- **Parent Drop-In Session:** Supported parents in our community and provide a forum for connection to the school and also ran sessions for newly migrated families to the area.
- **Social SEALS Program:** A targeted program which provides students positive peer-to-peer interaction and engagement. This is done by equipping them with confidence, knowledge, strategies, and building resilience for themselves.
- **Youth Zone Visits** -Year 6 classes visited the Youth Zone Drop-In Centre to meet the staff, view the space, learn about the services provided and participate in some team building activities.
- Participated in **High School Transition Workshops:** 3BC staff supported Year 6 staff to provided 2 sessions which included further consultation on the "Traffic Light Referral System" and wellbeing.
- Participated and supported "**Ahmed Food Drive Program**": Students in Stage 3 donated pantry foods at the end of Term 4 and was able to create 100 food parcels. The parcels were distributed by 3BC staff across the St George Region to families struggling and/or who were needing an extra helping hand over the Christmas period.

Together with our Learning and Support team and School Counsellors, the 3BC staff 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 3BC staff to best meet the needs of students. This provides coordinated, Intensive, strengths-based case work to support students and their families experiencing complex issues. Targeted interventions, harm minimization strategies, advocacy and referral services.