

2021 Annual Report

Hurstville Public School



2197

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 once again provided a myriad of challenges and opportunities for all schools across NSW and Australia. Hurstville Public School was certainly no exception and as a community, we approached the continually shifting landscape that was 2021 with an enhanced sense of resilience and also, a stronger sense of confidence in our ability to navigate whatever was to emerge during the year.

One of our first challenges as a school community was to develop a relevant, representative and comprehensive school plan during Term 1 that would capture our school community's vision for the upcoming four years. This journey towards developing a reflective and relevant school plan was convoluted by the fact that I was asked to relieve as Principal in a neighbouring school for Semester 1 of 2021. Our Deputy Principal, Jessica Maakaroun, relieved as Principal of Hurstville Public School during this period and did an outstanding job, leading a rigorous and inclusive school planning process that clearly identified and captured the voices of our students, staff members and the members of our wider community. Our school plan 2021 - 2024 is a representative and aspirational culmination of a wide range of reflections, careful planning and transparent consultation. Jessica and the staff of Hurstville Public School should be congratulated on both the process undertaken and the high quality of the final product that is our guiding accountability document for the upcoming four years.

Having ended the 2020 school year with the steady reduction of the COVID-19 guidelines for schools, we started the year with an elevated sense of enthusiasm and drive for the opportunities we were hoping to establish for our students and the members of our school community to engage in. It was feeling like it had been quite a long time since we had been able to really fully plan events and activities without a large number of adjustments via the COVID-19 guidelines in place at the time.

To the credit of our students and their families, they have shown an amazing level of agility and dedication in order to continually adapt to different mediums with which they learn and engage with their teachers and their peers. We are extremely proud of not just the work of our students during this period of time but the learning dispositions they demonstrated while navigating the many changes and announcements that unfolded regularly during this time.

The Learning from Home period during Semester 2 was a completely different iteration to that experienced by the school community during 2020. As our collective skill levels with the use of remote learning platforms had increased significantly, we were able to slide back into the Learning from Home environment with minimal transition time. As a school community, we realised that the journey could not be the same as the previous year, as our students, staff and families all wanted new and varied experiences from this period. In a range of different ways, our teaching, administration and specialist teams really explored lots of different ways to engage students and provide agency for their learning. At the same time, regular webinars and information sessions were established for our parents and community members to help build their skills and to feel confident when supporting their children from home.

As always, the school was strongly supported throughout the year by our wonderful Hurstville Parents and Citizens association. As priorities shifted and changed throughout the year, our P&C provided key feedback, opportunities to support the students and community and a clear forum for members of the community to openly engage with the school

and discuss the changing needs of our students and their families. I would particularly like to thank the P&C Executive team for their unstinting support of the school and the school administration throughout this time and for working with the wider community so inclusively to really provide a solid support platform for all of our families within the school community.

It would also be remiss of me to not acknowledge the incredible work of the whole Hurstville Public School team. Each and every member of our 130 staff displayed an incredible dedication, resilience and insight during 2021. Their determination to the delivery of high quality educational experiences for our students, regardless of the changing circumstance was inspiring to be a part of. The way our team members employed innovation and technology to provide pathways for our students and their families really showed the true character and exception quality of the staff we have here at Hurstville Public School. We saw these qualities continually emerge from all staff during the most challenging of times in 2021. For all of their incredible dedication to the students and families of Hurstville Public School, I extend the warmest thank you to them all.

We look forward to a hopefully more settled year in 2022. One that will bring regular opportunities for our students, community members and staff to connect face to face and to celebrate the wonderful achievement of our students and reflect on the importance of personal connection to the ongoing wellbeing of the human spirit.

Mark Steed

Principal



School vision

Our school is a place where:

- everyone is treated with respect, courtesy, fairness and honesty;
- the wellbeing of our school community is a priority and all students are known, valued and cared for;
- there is a culture of high expectations where learners are nurtured, guided, inspired and challenged;
- strong foundations and optimal learning environments drive student growth and attainment;
- students develop the skills and dispositions of the 4Cs of communication, collaboration, creativity and critical reflection to become confident individuals with the personal resources for future success and wellbeing;
- engagement of effective alliances drive ongoing improvement.

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 1160 students. They are supported by a dedicated staff of more than 115, with 73% of staff in teaching positions and 27% in non-teaching positions. 80% of all staff maintain between 10 and 49 years of service with the NSW Department of Education.

The school provides programs and support for students in all equity groups. As well as local enrolments, the school hosts four Opportunity Classes for High Potential and Gifted Year 5 and Year 6 students and a Support Unit of four classes for students with mild and moderate disabilities and autism.

97.5% of students are identified as English as an Additional Language or Dialect (EAL/D), with 43% of students being at the Beginning or Emerging levels. One student identifies as Aboriginal. More than 40 different nationalities are represented across the school. The largest group is of Chinese speaking background, representing 66% of students. The next highest language speaking backgrounds are Arabic (8%), English (4.6%), Indonesian (2%), Nepali (2%), Bengali (1.5%), Hindi (1.5%) and Macedonian (1.4%). Mandarin and Cantonese are the most predominant home languages, and these languages are supported through the Community Languages program at school. Arabic is also offered as part of the Community Languages program. There is a strong focus on inclusive education where cross-curriculum priorities and general capabilities are embedded into teaching and learning programs to enable students to develop understanding about, and address the contemporary issues that they face.

The community holds high expectations for the academic achievements of their children. The school implements a range of wellbeing programs, including Positive Behaviour for Learning (PBL) which is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The values of Respect, Responsibility and Learning are incorporated into all aspects of school life. Students are offered a wide range of academic, sporting and extra-curricular activities to develop skills and nurture their talents.

The school works in partnership with the Parents and Citizens (P&C) Association and wider school community to improve learning outcomes for all students. The P&C actively supports the school with fundraising, grant applications and other initiatives with school improvement at the core of all decision making.

The school holds links with academic partners and has effectively collaborated with various Communities of Practice (COP). These partnerships develop and support teacher professional learning, ensuring delivery of high quality contemporary learning practices across all curriculum areas.

Through the situational analysis, exploration of research and internal and external data sources has enabled the leadership team, in consultation with staff and community members, to identify strengths and targeted areas for improvement. This has helped inform our school vision and strategic directions and will be supported through the use of equity funding sources, including English language proficiency, low level adjustment for disability and Aboriginal background.

Data analysis has highlighted that on external student performance measures, the school is excelling. However, upon further investigation and manipulation of the data to extract equity groups, themes have begun to emerge. On collation of internal student performance measures, different trends have also surfaced. After referencing educational research and literature, data has been triangulated and strategic directions have evolved.

During the analysis of literacy data, the theme of Vocabulary has been highlighted, specifically figurative language and inferential comprehension. During the analysis of numeracy data, Measurement and Geometry have been identified as specific areas for growth. Upon further investigation, questions involving problem solving and skills with Working

Mathematically were also identified as areas of need. This will drive **Strategic Direction 1 - Student Growth and Attainment** with a focus on literacy and numeracy.

Upon analysing attendance and wellbeing data in Scout and Tell Them From Me, trends have emerged that will drive **Strategic Direction 2 - Creating Optimal Opportunities for Learners**. The priority will be on students developing a positive sense of belonging and increased feelings of advocacy at school. There will also be a focus on attendance, differentiation for all learners and fostering a culture of inclusion.

Over the past four years, our school has delved deep into contemporary learning to unpack the 4Cs of communication, collaboration, creativity and critical reflection. To further strengthen and assess students' understanding of and enactment of these dispositions, staff will utilise 4C assessments and collaborate with Communities of Practice, to assess and consistently report on these dispositions. We will also facilitate opportunities that engage parents, carers and the wider school community so that the school is recognised as excellent and responsive by its community. These factors will drive **Strategic Direction 3 - Effective Learning Communities**.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy and to build strong foundations for success, we will refine and develop teaching practices that are responsive to meet the educational outcomes of students at different levels of achievement. These data informed practices encompass explicit, consistent and evidence based teaching and learning to improve student growth and attainment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed practice and consistency in Literacy
- Data informed practice and consistency in Numeracy

Resources allocated to this strategic direction

English language proficiency: \$700,000.00
Aboriginal background: \$2,091.03
Low level adjustment for disability: \$261,301.30
Literacy and numeracy intervention: \$117,723.90
Integration funding support: \$246,953.00
Socio-economic background: \$15,522.67
Literacy and numeracy: \$54,585.29
Professional learning: \$12,040.39
QTSS release: \$74,550.86

Summary of progress

Question: To what extent have we achieved our purpose of data informed practices that refine and develop our teaching practices to improve student growth and attainment.

Data:

The school used a broad range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 1. The analysis will guide the school's future direction. Data included:

- NAPLAN data
- Check- in Assessment data
- HPS Narrative writing rubric
- Running record data
- Soundwaves diagnostic data
- HPS Literacy Language Progressions
- Exit slips
- Survey via Forms (Microsoft Office 365)
- Reading and Numeracy Guided Data Pack
- Internal data sources

Analysis: Analysis was embedded within Strategic Direction 1 through progress and implementation monitoring. They included:

- Triangulation and analysis of external data sources including NAPLAN and Check-in Data with internal data
- Monitoring of targets to ensure we are on track
- Data rich conversations to plan future teaching and learning embedded into collaborative planning sessions, grade meetings and whole school professional learning

Implications: The findings of the analysis will determine future actions through the annual reporting and school progress measures. In 2022, we will:

- Implement a whole school data collection.
- Implement a new K-6 Mathematics Scope and Sequence.
- Embed and ensure a focus on vocabulary within all areas of learning, in particular Measurement and Geometry.
- Expand Language Learning Progressions to encompass Kindergarten and Year 1.
- Support and develop staff confidence with using data within SCOUT.
- Embed grade based pre and post data practices evident in programs.

- Ensure vocabulary is a focus area- Working Mathematically.
- Continue to support guided reading practices and analysis of data.
- Implement Newman's Error Analysis with a focus on vocabulary and problem solving.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Literacy <ul style="list-style-type: none"> • Greater than 62.3% of students will achieve in the Top 2 Bands in NAPLAN Reading. 	In 2021, 71.80% of students achieved result in the Top 2 Band in Reading. This was an uplift of 9.5%, indicating the initiatives in place to support Reading were effective.
Numeracy <ul style="list-style-type: none"> • Greater than 67.1% of students will achieve in the Top 2 Bands NAPLAN Numeracy. 	In 2021, 70.52% of students achieved results in the Top 2 bands in Numeracy. This was an uplift of 3.4%. indicating that the initiatives in place to support Numeracy were effective.
Literacy <ul style="list-style-type: none"> • Greater than 65.9% of students will achieve expected growth in NAPLAN Reading. 	In 2021, 70.59% of students indicated progress towards meeting the agreed target. This was an uplift of 4.69% achieving expected growth in NAPLAN Reading between Year 3 to 5.
Numeracy <ul style="list-style-type: none"> • Greater than 75.4% of students will achieve expected growth in NAPLAN Numeracy. 	In 2021, 72.9% of students indicated progress towards meeting the agreed target. This was a decrease of 2.5% of students achieving expected growth in NAPLAN Numeracy between Year 3 and 5.
Literacy <ul style="list-style-type: none"> • Greater than 67.0% of students will achieve grade expectations in Reading. 	In 2021, 63.5% of students are reading at or above grade expectations. This is a decrease of 3.5% from 2020 data.
Numeracy <ul style="list-style-type: none"> • Greater than 57.7% of students will answer Working Mathematically (problem solving) questions correctly in Check-in assessment. 	<p>In 2021, students 3- 6 completed Check- in Assessment. Data indicated that overall 79.76% answered Working Mathematically questions correctly, compared to the state, 66.03%. This is an uplift of 22.06%</p> <p>Year 3- 76.65% of students answered Working Mathematically questions correctly, compared to the state, 67.25%</p> <p>Year 4- 77.6% of students answered Working Mathematically questions correctly, compared to the state, 62.4%</p> <p>Year 5- 82.48% of students answered Working Mathematically questions correctly, compared to the state, 67.7%</p> <p>Year 6- 82.29% of students answered Working Mathematically questions correctly, compared to the state, 66.78%</p>
Numeracy <ul style="list-style-type: none"> • Greater than 75.05% of students will answer Measurement and Geometry questions correctly in Check-in assessment. 	<p>In 2021, students 3- 6 completed Check- in Assessment Data indicated that overall 78.53% answered Measurement and Geometry questions correctly, compared to the state, 64.8%. This is an uplift of 3.03%.</p> <p>Year 3- 68.33% of students answered Measurement and Geometry questions correctly, compared to the state, 55.03%</p> <p>Year 4- 80.61% of students answered Measurement and Geometry questions correctly, compared to the state, 68.16%.</p> <p>Year 5- 80.56% of students answered Measurement and Geometry questions correctly, compared to the state, 63.44%</p> <p>Year 6- 84.61% of students answered Measurement and Geometry questions correctly, compared to the state, 72.55%.</p>

Strategic Direction 2: Creating optimal opportunities for learners

Purpose

To provide optimal opportunities for all learners to connect, succeed and thrive, we will develop and refine data informed whole school systematic and proactive wellbeing practices. Students will report an increased sense of belonging and advocacy at school, resulting in improvements in wellbeing, attendance and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systematic and proactive approach to support learners
- Opportunities for learners

Resources allocated to this strategic direction

Socio-economic background: \$40,000.00

Professional learning: \$12,724.00

Summary of progress

Question: To what extent have we achieved our purpose of embedding data informed whole school wellbeing practices to maximise improvements in student wellbeing, attendance and engagement?

Data:

The school will use a broad range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 2. This analysis will guide the school's future direction. These will include:

- Tell Them From Me - Wellbeing data
- SCOUT and Sentral - Attendance data
- Student Individualised Learning and Support Plans
- Behaviour data on Sentral
- Whole school attendance procedures evaluation
- National School Improvement Partnerships Survey- School Climate Survey (School Organisation Climate, What's Happening in This School, Parent and Caregiver Survey) and Classroom Climate survey.
- Nationally Consistent Collection of Data (NCCD)
- Pre and post data collection for Wellbeing programs, including Peaceful Kids, Breakfast Club and Drumming
- Data to determine teacher confidence in providing differentiated learning opportunities
- Data from Pioneer Attendance trial
- Exit slips from staff professional learning.

Analysis: Analysis will be embedded within Strategic Direction 2 through progress and implementation monitoring. They will include:

- Regular review of data sources to provide clarity and to ascertain whether we are on track for achieving the intended improvement measures each year
- Regular reflection and collegial discussions regarding data collection and effectiveness of initiatives
- Triangulation of data sources to gain conclusions
- Regular professional discussions around the School Excellence Framework elements and themes.

Implications: The findings of the analysis will determine future actions through the annual reporting and school progress measures. In 2022, we will:

- Focus on systematic whole school processes for monitoring and managing student attendance, including developing a school attendance policy. The Attendance team will focus on raising the awareness of all stakeholders to ensure there is increased understanding and consistency.
- Analyse and evaluate student data, alongside student voice to identify and create future targeted wellbeing opportunities for students K-6. There will be a particular focus on advocacy at school and increasing students' sense of belonging.
- Ensure students are provided with additional programs and opportunities to support student engagement. Additional resources will be purchased to support the effective running of extra curricular activities and there will be increased participation by advertising and promoting these activities to all students.
- Embed a learning culture where staff reflect on and provide explicit, differentiated and responsive learning opportunities. Specialist staff will work closely with classroom teachers to ensure adjustments are made for all

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance <ul style="list-style-type: none"> Greater than 85.9% of students will attend school 90% or more of the time. 	<p>In 2021, 90.63% of students were attending school 90% or more of the time. This was an uplift of 4.73%, indicating that the initiatives in place to support increased student attendance were effective.</p>
Wellbeing <ul style="list-style-type: none"> Greater than 88.9% of students report positive wellbeing. 	<p>In 2021, 81.71% of students reported positive wellbeing. This was a decrease of 7.19%, indicating that initiatives in place to support systematic and proactive wellbeing practices will need to be a focus in 2022 to ensure that there is an uplift. Analysis of the data indicates that a strong focus on initiatives to increase student's Sense of Belonging is required.</p> <p>The following TTFM data represents student voice in Years 4, 5 and 6:</p> <ul style="list-style-type: none"> Advocacy at school 81.75% Expectations for success 96.82% Sense of belonging 66.53%
Wellbeing <ul style="list-style-type: none"> Greater than 61% of students will report participation in extra curricular activities. 	<p>In 2021, 50% of students reported participation in extra curricular activities. This was a decrease of 11%, indicating that creating opportunities for learners, in particular extra curricular activities will need to be a focus in 2022 to ensure that there is an uplift.</p>
Wellbeing <ul style="list-style-type: none"> Greater than 28% of students will report being in the high skills, high challenge quadrant. 	<p>In 2021, 31% of students reported being in the high skills, high challenge quadrant. This was an uplift of 3%, indicating that the initiatives in place to embed a learning culture with differentiated opportunities were effective.</p>

Strategic Direction 3: Effective learning communities

Purpose

To further develop and refine collaborative learning communities and increase engagement with our diverse school community, we will utilise the 4Cs of communication, collaboration, creativity and critical reflection to refine innovative teaching practices and develop explicit processes for assessment. There will be increased opportunities for the community to be actively involved in the school's learning culture, ensuring positive connections and continuous school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Alliances
- Community Partnerships

Resources allocated to this strategic direction

QTSS release: \$160,000.00

Professional learning: \$59,450.00

Summary of progress

4C ASSESSMENT

Question: To what extent have we achieved our purpose of collating baseline student data from the 4C E-Scale assessment linked to one of the learning dispositions?

Data:

- Term 1 Evaluation of Strategic Improvement Plan Survey
- Collaborative Classroom Visit/Deep Noticing and Action - Staff numbers Survey
- Collaborative Classroom Visit/Deep Noticing and Action - Identified Actions Survey
- Grit (Learning Disposition) Action Inquiry - Group findings
- Action Inquiry Summary Findings - Year 1

- **Analysis:**

Based on the information collected and analysed from staff members of Hurstville Public School and staff from schools across the six schools forming the Learning Alliance, a number of conclusions can be drawn regarding progress towards establishing this baseline of student data relating to the assessment of the learning disposition, Grit.

- Day to day school operation lacked reference to 4Cs and the Learning Disposition Wheel.
- Decrease in the consistent use of 4C practice across the school.
- Community of Practice not in operation, due to COVID-19 Guidelines for Schools during Semester 2.
- Learning Alliance representatives identified an inconsistent depth of understanding of the learning dispositions, particularly Grit, among students, staff members and members of the community at Hurstville Public School during 2021.
- Representatives were unable to effectively apply the E-Scale assessment descriptors to the ongoing assessment of Grit as part of everyday classroom practice during 2021, due to the limited depth of understanding of the learning dispositions by students, members of staff and community members.
- The representatives from Hurstville Public School working as part of the Community of Practice-Learning Alliance were not effectively positioned during 2021 to lead the school in the formulation of an effective baseline for the assessment of the learning disposition, Grit.
- Collaborative classroom visits impacted in 2021 by COVID-19 restrictions.
- Communities of Practice in LaST, EAL/D, Languages and Leadership not in operation due to COVID-19 restrictions.

Implications:

- The deepening of understanding of learning dispositions across the school and community will be prioritised as a strategic initiative during 2022.
- A *4C/Learning Dispositions - Leaders of Learning* team (12 Members) and a *4C Strategic Leadership* team (10 members) will be established in 2022 to collaboratively lead and map the strategic deepening of understanding and the assessment scaffold of learning dispositions across the school during 2022.
- The two teams will collaborate with facilitators from the school's academic partners, 4C Transformative Learning,

to develop the whole school strategy around explicit classroom practice to broaden the engagement with learning dispositions and their subsequent assessment.

- The establishment of a baseline for the assessment of the learning disposition, Grit, will be established during Semester 2 of the 2022 school year.
- The *Leaders of Learning* team and the *4C Strategic Leadership* team will be targeting explicit 4C classroom practice as a priority during 2022, as part of a co-teaching model to deepen the understanding of learning dispositions across the school.

COMMUNITY ENGAGEMENT

Question: To what extent have we achieved our purpose of collating baseline data of active school community engagement for parents/carers to understand and inform their child's and/or their own learning?

Data:

- Tell Them From Me 2021 Parent Report - data showing the number of parents meeting teachers to discuss their child's learning/behaviour and parents attending parent-teacher meetings and parents involved in school meetings
- National School Improvement - Parent Survey Data
- Seesaw engagement data
- Community engagement register

Analysis:

Based on the information collected and analysed from Hurstville Public School staff and parents, a number of conclusions can be drawn regarding progress towards establishing this baseline of data relating to the opportunities for parents to actively and regularly engage with the school to understand and inform their child's and/or their own learning. These conclusions are:

- National School Improvement survey data and internal school community data collected during 2021 indicated that parents and members of the school community identified specific areas of the school they would like to regularly volunteer their time in.
- At the beginning of 2021, there were minimal opportunities for parent/carer engagement across the school, other than those that would be considered regular school practice (Meet the Teacher evenings, Parent/Teacher Interviews)
- Parents were not allowed on school site due to COVID restrictions in Semester 2, 2021, which impacted the opportunities for engagement. However, these restrictions ended up being a catalyst for exploring new opportunities for engagement using digital tools - such as Zoom video conferencing and digital learning platforms.
- Parents and Community members indicated interest in further education and possible vocational education offerings operated by the school in conjunction with our Learning Community partners (3Bridges Community, St George TAFE Outreach)

Implications:

- The school will establish a Community Engagement team who will explore, implement and manage a range of opportunities for members of the school community to form a deeper connection with the school, our students and staff members.
- The school's Community Engagement team will implement during 2022 a pilot structure for parents and community members to regularly volunteer their time and expertise at the school, specifically supporting student learning in learning environments.
- A range of Vocational Education, English Language Learning and career information pathways will be offered to members of the school community and neighbouring school communities as a component of the school's indirect support model for students.
- The school will begin the transformation of the existing dental clinic building into a Community Health and Wellbeing Hub. This process will involve significant internal reconfiguration that will begin in 2022 and will be completed during Semester 1 2023.
- The Community Engagement team will collaborate with students, staff members and members of the school community on the evaluation of the school's community engagement structures against the School Community Engagement Framework during 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
4C Assessment <ul style="list-style-type: none"> • Collation of baseline student data from the 4C E-Scale assessment linked to 1 of the learning dispositions. 	Based on the information collected and analysed from staff members of Hurstville Public School and staff from schools across the six schools forming the Learning Alliance, a number of conclusions can be drawn regarding progress in 2021 towards establishing this baseline of student

<p>4C Assessment</p> <ul style="list-style-type: none"> • Collation of baseline student data from the 4C E-Scale assessment linked to 1 of the learning dispositions. 	<p>data relating to the assessment of the learning disposition, Grit.</p> <p>Unfortunately, the anticipated success during 2021 of this progress measure has been impacted significantly by COVID-19 and the operational guidelines implemented throughout this time in all schools in NSW. The Learning Alliance tasked with developing the relevant assessment scaffolds for the learning disposition, Grit, and the subsequent consistency of assessment against the E -Scale descriptors via shared teacher judgement did not evolve to a point where it could be implemented into a range of learning environments and piloted at the school.</p> <p>In addition to the impact on COVID-19, Hurstville Public School representatives attached to the Learning Alliance identified during the year that the depth of understanding of not only the disposition, Grit, but all nine of the learning dispositions was inconsistent among students, staff members and members of the community. This superficial level of understanding led to significant confusion regarding the actual nature of the dispositions and the effectiveness of assessment against the E-Scale descriptors. The Learning Alliance members believe that a more comprehensive, strategic approach to the deepening of understanding of the learning dispositions will be required at Hurstville Public School prior to any further exploration of the assessment scaffolds that will support the implementation of the E-Scale learning disposition assessment rubrics.</p> <p>Subsequently, due to the factors outlined above, Hurstville Public School has not been able to establish an effective baseline of student data against the assessment of the learning disposition, Grit in 2021. Prioritising a deepening of understanding of learning dispositions in 2022 with students, staff members and members of the community will be the next logical step against this improvement measure. The school will aim to establish baseline student data against the E-Scale assessment of the learning disposition, Grit by the conclusion of the 2022 school year.</p>
<p>Community Engagement</p> <ul style="list-style-type: none"> • Collation of baseline data of school community engagement where the school community are actively and regularly engaged with the school to understand and inform their child's and/or their own learning. 	<p>Due to the impact of COVID in 2021, the Strategic Direction 3 initiative had to respond by delivering community engagement through online opportunities. The baseline from 2021 was established primarily by Seesaw and Zoom video engagement. The baseline of parent engagement via Seesaw increased from 547 connected parents in February, to 1,324 connected by parents by the end of 2021. Furthermore, weekly parent visits and engagement with student learning increased from an average of 307 visits in Semester 1, to an average of 1780 by the end of Semester 2 2021.</p> <ul style="list-style-type: none"> • Parent English classes: 12 parents expressed interest, 8 parents consistently attended and 6/8 gave positive feedback in Semester 1, 2021 • Zoom Kindergarten parent information sessions: 29 parents attended in Term 1, 2021 • 252 parent responses to 2020 TTFM - 11% of parents volunteered in 2020 • Community Engagement survey 2020 - 148 parents expressed interest • High school information session - 26/176 Year 6 parents attended in Term 1, 2021 • 816 parents used the School Interviews platform to book parent teacher interviews in Term 1, 2021 • 66 parents booked interpreter interviews in Term 1, 2021 • 46 parents attended the Meet the Specialists online session delivered in Term 1, 2021 • Families connected on Seesaw increased by 25% between Term 1 to Term 2, 2021 • Parents' peak visit to Seesaw is 848, and a total of 134,000 items have been uploaded in Term 2 • over 900 visits to the Moon Festival iMovie on the YouTube channel, made collaboratively by the school leadership team, staff and students. • 377 parents and 39 teachers responded to the Pioneering Attendance survey. 8% of parents thought teachers are not interested in engaging parents and 26% of teachers thought parents are not interested in engaging with the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$246,953.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hurstville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Tailored additional support is designed and implemented to meet the specific needs of each student receiving this form of funding. Each student has an Individual Learning Plan developed that is regularly consulted and reviewed by the student, class teacher, parents and carers, specialist staff members and any additional agencies providing support for the student. The Individual Learning Plan includes measurable targets in Literacy and Numeracy and will sometimes include a target related to successful social engagement. These targets are review each term and a formal review meeting is held with all stakeholders each semester. The form of support provided is tailored by the Acting Assistant Principals - Learning and Support in collaboration with the School Learning Support Officers and the student.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school is exploring the further refinement of a Complex Case Team who meet regularly to review and follow up actions related to our students who have the most complex support needs within the school. A number of students receiving Integration Funding Support are flagged on the Complex Case team caseload. Members of the Complex Case Team take on the role of Key Worker for each of the students on the caseload. It is the role of the Key Worker to coordinate with the different agencies and stakeholders around progress on proposed actions and report this back to the Complex Case Team members so this information can be successfully logged and recorded timelessly.</p>
<p>Socio-economic background</p> <p>\$55,522.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hurstville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic and proactive approach to support learners • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MiniLit and MacqLit programs to support identified students with additional needs • equitable access to specialist resources • employment of additional staff to support Peaceful Kids program implementation.

<p>Socio-economic background</p> <p>\$55,522.67</p>	<ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Students identified through regular literacy data collection and analysis from grades Kindergarten - Year 6 participated in the MiniLit and MacqLit programs during 2021. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. 79% 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 7 levels of the programs). At the conclusion of 2021, additional Learning and Support teaching staff members and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, evidence based literacy support model could continue to be deployed across the school in 2022 that will engage a larger number of students with additional literacy needs from grades across the school. 100% of Literacy Support specialist staff and School Learning Support Officers successfully trained in the delivery of specialist literacy support sessions for students delivered via Zoom and Microsoft Teams during the Learning from Home period of 2021. This innovative approach to the delivery of specialist literacy support has ensured continuity of deliver was maintained for students who have been identified and referred to the programs for experiencing ongoing difficulty with aspects of literacy. The Writing for Life program was also delivered for students in Years 3 - 6 by specialist Learning and Support Teachers and School Learning and Support Officers during 2021. During the Learning from Home period, the program continued to be delivered to the students participating via Zoom and Microsoft Teams online platforms. This continuity ensure students within the program continued to develop key skills in writing.</p> <p>During 2021, as a result of the impact of COVID-19 on the wellbeing of the school community, requests by families for financial assistance provided by the school increased by 90% on those received in 2020. This was due to a number of families within the school community not able to maintain regular employment during this time period nor were they able to access support services from within the local community.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school has implemented a Breakfast Club that operates each morning of the week and is staffed by teachers and School Learning Support Officers each day. The Breakfast Club provides food for any student who would like to have breakfast and also provides an opportunity for the students to connect with school staff members in a different forum that may normally. To continue the expansion of evidence based targeted literacy support programs at the school, during 2022 the school's Community Engagement Team will work with each of the teaching teams to pilot a regular volunteering program across the school and local community. Interested volunteers will receive ongoing training in specific literacy support and cuing skills and begin supporting students with literacy needs in classrooms. As the program evolves, we will begin training the volunteers in the MacqLit and MiniLit programs and begin utilising their growing expertise to operate additional literacy support groups across the school based on MacqLit and MiniLit. We will also be exploring the viability and sustainability of the InitialLit program during 2022.</p>
<p>Aboriginal background</p> <p>\$2,091.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hurstville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$2,091.03</p>	<ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Staff members, students, parents and carers and any external agencies regularly meet to plan out the measurable targets in literacy, numeracy and wellbeing each term. Once the targets are established, data and work samples are collected throughout the term to support the review of each target. Once evaluated, the identified targets are adjusted to maintain relevance for the upcoming term. The funding provides relief for teachers and School Learning Support Officers to attend these regular review meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will be establishing an ongoing connection with the local branch of the AECG during 2022. This connection will support a deeper connection to cultural awareness for all students and community members and will provide additional opportunities for our students to engage with local Aboriginal language and cultural activities.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hurstville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (Developing) and individual (Emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: The school operates an extensive EAL/D program across the school. Specialist EAL/D teachers plan and teach collaboratively with each member of the grade team they are assigned to and target an explicit focus on the school's priorities around language, the development of vocabulary and a deeper awareness of contextual understanding. EAL/D Specialists explore the six modes of co-teaching with the teachers on the grade teams they work with. Small group and more individualised intervention is provided within the EAL/D structure for students who are identified as Developing and Emerging within the EAL/D Learning Progressions. Members of the EAL/D regularly provide professional learning opportunities for staff members in the EAL/D Progressions and the Teaching English Language Learning (TELL) course.</p> <p>After evaluation, the next steps to support our students with this funding will be: The EAL/D team have been exploring micro-planning sessions with each of the class teachers they work with on a grade team. The EAL/D Specialist and each class teacher are released from their teaching load for a session</p>

<p>English language proficiency</p> <p>\$700,000.00</p>	<p>and work together to plan differentiated learning experiences for students in the class, based on data from the class and the lesson focus. This planning builds the shared understanding of the students in each class and their specific EAL/D support needs.</p>
<p>Low level adjustment for disability</p> <p>\$261,301.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Hurstville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit and MacqLit to improve literacy learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in:</p> <p>Students identified through regular literacy data collection and analysis from grades Kindergarten - Year 6 participated in the MiniLit and MacqLit programs during 2021. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. 79% of students participating in these programs were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than 7 levels of the programs). At the conclusion of 2021, additional Learning and Support teaching staff members and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, evidence based literacy support model could continue to be deployed across the school in 2022 that will engage a larger number of students with additional literacy needs from grades across the school. 100% of Literacy Support specialist staff and School Learning Support Officers successfully trained in the delivery of specialist literacy support sessions for students delivered via Zoom and Microsoft Teams during the Learning from Home period of 2021. This innovative approach to the delivery of specialist literacy support has ensured continuity of delivery was maintained for students who have been identified and referred to the programs for experiencing ongoing difficulty with aspects of literacy. The Writing for Life program was also delivered for students in Years 3 - 6 by specialist Learning and Support Teachers and School Learning and Support Officers during 2021. During the Learning from Home period, the program continued to be delivered to the students participating via Zoom and Microsoft Teams online platforms. This continuity ensure students within the program continued to develop key skills in writing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the expansion of evidence based targeted literacy support programs at the school, during 2022 the school's Community Engagement Team will work with each of the teaching teams to pilot a regular volunteering program across the school and local community. Interested volunteers will receive ongoing training in specific literacy support and cuing skills and begin supporting students with literacy needs in classrooms. As the program evolves, we will begin training the volunteers in the MacqLit and MiniLit programs and begin utilising their growing expertise to operate additional literacy support groups across the school based on MacqLit and MiniLit. We will also be exploring the viability and sustainability of the InitialLit program during 2022.</p>

<p>QTSS release</p> <p>\$234,550.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hurstville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy • Learning Alliances <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>In order to provide strategic leadership of the Strategic Direction 3 improvement measure on the effective assessment of learning dispositions, based on the E-Scale assessment rubrics developed for this purpose, a school funded Relieving Deputy Principal position was created in 2021 using QTSS funding. This position was responsible for the development of the school based implementation team of the assessment practices supporting the nine learning dispositions from the Learning Disposition Wheel and would also lead the Learning Alliance formed from staff of six local primary schools to interrogate this work on the assessment of learning dispositions, The impact of COVID-19 on the 2021 school year had a marked effect on the development of these assessment practices by both the school based team and the members of the Learning Alliance. All members involved in the Learning Alliance were unable to meet regularly to further interrogate the work around the learning disposition, Grit and subsequently, establishing baseline student data against this learning disposition was not achieved in 2021. This strategic leadership position has not continued in 2022 and a new iteration of this strategic implementation of assessment practices will be developed collaboratively between the school, our academic partners and members of the Learning Alliance.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This QTSS funding will be redirected in 2022 to target some of the school's literacy and numeracy priorities related to Strategic Direction 1 and implement a framework and scaffolds for the Assistant Principal - Curriculum and Instruction positions to be established at Hurstville Public School. QTSS funding will be utilised in 2022 to engage up to two full time school funded Assistant Principal - Curriculum and Instruction positions at the school so the collaboration between these positions and our teaching teams across the school can be well established prior to the school receiving a formal allocation of this position in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hurstville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Learning and Support staff targeting the coordination of literacy and numeracy support programs across the school. • Additional Learning and Support staff providing targeted evidence based literacy support programs to students across the school. <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<p>An additional Learning and Support - Team Leader position was established in 2021 to provide further strategic development of specialised, evidence based support programs across the school in literacy, with a particular focus on embedding these structures across Years 3 - 6. The additional Learning and Support Leader provided further training and professional learning opportunities to School Learning Support Officers and specialist staff in the use of MiniLit, MultiLit and MacqLit programs. The additional Learning and Support Leader also oversaw the ongoing assessment and reflection on program targets for the students involved in the programs operating across the school. This position was also responsible for the coordination of all Learning Support Team meetings for students in Years 3 - 6 and the consultation with external service providers and agencies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Currently, the two staff members fulfilling the Learning and Support - Team Leader positions in 2021 have been highly effective in their role at strategically leading the literacy support mechanisms across the school and ensuring clear quality control measures are in place to regularly evaluate the validity of the programs. For 2022, there will be consideration given to expanding this team to include a third, school funded Learning and Support Team Leader position to support the further expansion of the school's support mechanisms across the school</p>
<p>COVID ILSP</p> <p>\$78,174.85</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: During 2021, the school utilised COVID ISP funds to engage the services of a specialist Learning and Support Teacher for the equivalent of 4 days per week across the year. This practitioner targeted students identified from regular data collection from Years 1 - 4. Students received small group support in literacy, numeracy or both literacy and numeracy throughout the year. The progress of each student in terms of the support program provided were reviewed regularly and 90% of participants in the program displayed positive growth in literacy or numeracy against the pre-assessment data collected at the beginning of 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: For 2022, we anticipate that the allocation for COVID ISP support will reduce. As the students in 2021 Kindergarten had such a disengaged first year of schooling, we will be placing a significant focus on supporting students from this cohort within this program, as the literacy and numeracy needs within the grade are presenting as significant and will require some well planned and sustained intervention by specialist literacy and numeracy teachers.</p>
<p>Literacy and numeracy</p> <p>\$54,585.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hurstville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$54,585.29</p>	<p>including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Students identified through regular literacy data collection and analysis from grades Kindergarten - Year 6 participated in the MiniLit and MacqLit programs during 2021. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. 79% of students participating in these programs were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than 7 levels of the programs). At the conclusion of 2021, additional Learning and Support teaching staff members and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, evidence based literacy support model could continue to be deployed across the school in 2022 that will engage a larger number of students with additional literacy needs from grades across the school. 100% of Literacy Support specialist staff and School Learning Support Officers successfully trained in the delivery of specialist literacy support sessions for students delivered via Zoom and Microsoft Teams during the Learning from Home period of 2021. This innovative approach to the delivery of specialist literacy support has ensured continuity of delivery was maintained for students who have been identified and referred to the programs for experiencing ongoing difficulty with aspects of literacy. The Writing for Life program was also delivered for students in Years 3 - 6 by specialist Learning and Support Teachers and School Learning and Support Officers during 2021. During the Learning from Home period, the program continued to be delivered to the students participating via Zoom and Microsoft Teams online platforms. This continuity ensure students within the program continued to develop key skills in writing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the expansion of evidence based targeted literacy support programs at the school, during 2022 the school's Community Engagement Team will work with each of the teaching teams to pilot a regular volunteering program across the school and local community. Interested volunteers will receive ongoing training in specific literacy support and cuing skills and begin supporting students with literacy needs in classrooms. As the program evolves, we will begin training the volunteers in the MacqLit and MiniLit programs and begin utilising their growing expertise to operate additional literacy support groups across the school based on MacqLit and MiniLit. We will also be exploring the viability and sustainability of the InitialLit program during 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	665	642	633	621
Girls	606	592	589	547

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	94.8	93.8	95.6
1	95.2	92.8	93	95.5
2	94.5	94.5	91.5	96.6
3	95.6	93.7	89.6	96
4	95.6	94.8	91.6	96.4
5	96.8	95.4	92	96.3
6	93.2	92.6	91.4	94.8
All Years	95.2	94.1	91.7	95.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	46.16
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.6
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	10.67
Other Positions	5.8

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	237,019
Revenue	11,939,260
Appropriation	11,419,442
Sale of Goods and Services	80,565
Grants and contributions	437,873
Investment income	644
Other revenue	735
Expenses	-11,576,740
Employee related	-10,532,441
Operating expenses	-1,044,298
Surplus / deficit for the year	362,520
Closing Balance	599,539

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	246,953
Equity Total	1,018,915
Equity - Aboriginal	2,091
Equity - Socio-economic	55,523
Equity - Language	700,000
Equity - Disability	261,301
Base Total	8,311,661
Base - Per Capita	309,300
Base - Location	0
Base - Other	8,002,361
Other Total	1,437,087
Grand Total	11,014,616

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 to access the school data.



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, 5 and 6 in Term 1 and Term 4 of 2021.

494 students completed the Tell Them From Me Survey in 2021. Responses include percentages and a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement.

Student responses for 2021 indicated:

- **62%** of students have a **Positive Sense of Belonging** and feel accepted and valued by their peers and by others at their school. This is less than the NSW Government Norm of 81%. This school result has decreased from 67% in 2020.
- **31%** of students felt challenged in English and Maths classes and felt confident of their skills in these subjects. This placed them in the desirable quadrant with **High Skills and High Challenge**. The NSW Government Norm for this category is 53%. This school result has increased from 28% in 2020.
- **7.3** was the school mean for **Advocacy at School** where students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The NSW Government Norm is 7.7. The school result has decreased from 7.4 in 2020.
- **7.1** was the school mean for **Explicit Teaching Practices and Feedback** where teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The NSW Government Norm is 7.5. The school result has decreased from 7.4 in 2020.
- **50%** of students participated in **Extracurricular Activities** including art, drama, or music groups; extracurricular school activities; or a school committee. The NSW Government Norm is 55%. The school result has decreased from 61% in 2020 which may be due to the extended learning from home period due to the COVID-19 pandemic.

41 teachers completed the Tell Them From Me survey in 2021, 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

Teacher responses for 2021 indicated:

- **8.6** was the school mean for **Leadership** where teachers believed that school leaders had supported them during stressful times. The overall school mean for Leadership was **7.4**. The NSW Government Norm is 7.1. The school result has increased from 8.4 in 2020.
- **8.3** was the school mean for **Collaboration** where teachers talk with other teachers about strategies that increase student engagement. The overall school mean for Collaboration is **7.9**. The NSW Government Norm is 7.8. The school result has decreased from 8.4 in 2020.
- **8.8** was the school mean for **Learning Culture** where teachers set high expectations for student learning. The overall school mean for Learning Culture is **8.0**. The NSW Government Norm is 8.0. The school result has decreased from 8.9 in 2020.
- **8.0** was the school mean for **Data Informs Practice** where when students' formal assessment tasks or daily classroom tasks fail to meet expectations, teachers give them an opportunity to improve. The overall school mean for Data Informs Practice is **7.7**. The NSW Government Norm is 7.8. The school result has decreased from 8.2 in 2020.
- **6.9** was the school mean for **Parent Involvement** where teachers make an effort to involve parents and other community members in creating learning opportunities. The overall school mean for Parent Involvement is **7.1**. The NSW Government Norm is 6.8. The school result has not changed since 2020.

82 parents completed the Tell Them From Me survey in 2021, focusing on partners in learning and represented by a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement.

Parent responses for 2021 indicated:

- **7.2** was the school mean for **Parents Feel Welcome** where parents feel welcomed when they visit the school. The overall school mean for Parents Feel Welcome is **7.1**. The NSW Government Norm is 7.4. The school result has decreased from 7.7 in 2020.
- **7.5** was the school mean for **Parents Feel Welcome** where parents can easily speak with their child's teacher. The overall school mean for Parents Feel Welcome is **7.1**. The NSW Government Norm is 7.4. The school result has decreased from 7.7 in 2020.
- **6.3** was the school mean for **School Supports Learning** where parents believe that teachers have high expectations for their child to succeed. The overall school mean for School Supports Learning is **6.8**. The NSW Government Norm is 7.3. The school result has decreased from 6.8 in 2020.
- **7.8** was the school mean for **School Supports Positive Behaviour** where parents feel that their child is clear about the rules for school behaviour. The overall school mean for School Supports Positive Behaviour is **7.1**. The NSW Government Norm is 7.7. The school result has decreased from 8.3 in 2020.
- **7.0** was the school mean for **Inclusive School** where school staff take an active role in making sure all students

are included in school activities. The overall school mean for Inclusive School was **6.9**. The NSW Government Norm is 6.7. The school result has decreased from 7.2 in 2020.

In 2021, Hurstville Public School worked with **National School Improvement Partnership** to provide an additional survey to analyse, to monitor improvement efforts and to bring about positive change. The school community completed the following surveys in Term 2 2021:

1. What's Happening in this School (WHITS)- captures *student* perceptions of HPS school-level climate. It also collects data on important protective factors such as student resilience, wellbeing, and moral identity, as well as on key risk factors such as bullying and disruptive behaviour.

2. The School Organisational Climate Survey (SOCS)- examining *teacher* perception of their schools' organisational climate, such as: job satisfaction; occupational stress; morale; and commitment to the organisation.

3. The Parent and Caregiver Survey (PaCS)- collects *parents' and caregivers'* perceptions of key aspects of the school climate and also gathers information about how parents and caregivers feel the school treats and interacts with them, such as: the ease of communication and whether parents and caregivers feel included and valued within the school community.

The results below provide additional data to support and/ or challenge the TTFM data. **Data is on a scale from 1 to 5 with 5 being preferred.**

390 students K-2 completed the survey and responses in 2021 indicated:

- **4.13** was the school mean for **Peer Connectedness** where students feel that there is contact and friendship between students.
- **4.6** was the school mean for **Expectations for Success** where students perceive that teachers expect them to succeed and challenge them to learn.
- **4.32** was the school mean for **Teacher Support** where students perceive that teachers at the school are supportive and helpful.
- **4.31** was the school mean for **Support for Learning** where students perceive that their teachers support their learning.

58 teachers completed the survey and responses in 2021 indicated:

- **3.91** was the school mean for **Providing Individual Support** where staff felt the school's leadership team is approachable and supportive.
- **4.16** was the school mean for **Teacher Collective Efficacy** where teachers perceive the teaching staff are able to teach well.
- **4.24** was the school mean for **Expectations for Success** where teachers have high expectations for the success of the students.
- **3.95** was the school mean for **Encouraging Improvement of Practice** where staff are encouraged to improve and refine their practice.
- **3.8** was the school mean for **Parent/Caregiver Involvement** where parents and caregivers engage with their child's education and whether the teachers are actively seeking to involve them.

488 parents and caregivers completed the survey and responses in 2021 indicated:

- **4.33** was the school mean for **Welcoming School** where parents and caregivers feel welcome at the school.
- **4.32** was the school mean for **Communication** where parents and caregivers feel they are able to communicate with members of the school staff.
- **4.14** was the school mean for **Motivation and Challenge** where parents and caregivers feel that the activities provided for their child/children are stimulating and challenging.
- **4.13** was the school mean for **Dealing with Student Behaviour** where the school makes clear the expectations of student behaviour and promotes a safe environment.
- **4.45** was the school mean for **Affirming Diversity** where the background of families and social issues are acknowledged and valued

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.