

# 2021 Annual Report

Hurstville South Public School



**Hurstville  
South**  
Public School

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# Introduction

The Annual Report for 2021 is provided to the community of Hurstville South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## School vision

**At Hurstville South Public School we strive to achieve academic and personal excellence in a high quality, contemporary learning environment that develops:**

- active learners who demonstrate positive character qualities and resilience
- successful, confident and creative learners
- critical thinkers and reflective learners with deep knowledge, skills and understanding
- capacity to succeed, thrive and contribute as connected global citizens.

## School context

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

Hurstville South Public School has a diverse enrolment of over 500 students with 93% from Non-English speaking backgrounds. There are over 30 language backgrounds represented in our student body with 61% of these students from a Chinese background and 1% from Aboriginal and Torres Strait Islander background.

Our languages program includes Languages other than English (LOTE) for non-native Chinese speakers and Community Languages other than English (CLOTE) for native Chinese speakers.

Our dedicated staff are committed to using evidence-based practices to maximise student outcomes in all learning areas. This is demonstrated through the achievement of student growth in literacy and numeracy.

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

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

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

Our school community is committed to supporting the school's vision and value holistic education for each and every student.

The Hurstville South Public School Parents and Citizens Association (P&C) are a dedicated group of parents who support our school effectively.

From our Situational Analysis we have identified: differentiation, assessment, reflective practice, quality learning, collaboration and supported learning communities as the areas of focus in our school plan. This plan was developed through a community consultation process.

Hurstville South Public School are a partner in a community of practice with Hurstville Public School, Mortdale Public School, Connells Point Public School and Carlton Public School. Our community of practice has a focus on contemporary learning.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To build a high expectation culture where every student is challenged through targeted, differentiated and authentic assessment to encourage continuous academic 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.

- Differentiation
- Assessment

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$58,862.00

**Low level adjustment for disability:** \$129,878.00

**English language proficiency:** \$286,787.00

**Socio-economic background:** \$4,757.00

### Summary of progress

In 2021, students engaged in learning on the school site and remotely. The period of remote learning resulted in changes to the way that planned activities and initiatives were implemented.

Students individual strengths and areas of growth in writing were identified through the consistent implementation of the writing process, traffic light and moderating sessions. This information was used by teachers to support differentiation through grouping students of like need and development. Guided writing groups were implemented in some year groups (both face-to-face and remotely), with this form of differentiation being planned to be implemented more broadly in 2022.

Student assessments (oral reading rubric, phonics screener, Interview for Student Reasoning (IfSR), phonological awareness and writing moderating sessions) provided opportunities for teaching and learning experiences and programming to be responsive to student needs. The COVID Intensive Student Learning Support Program (CILSP) identified students who would benefit from small group tuition most impacted by the pandemic. Through regular intervention sessions (both face-to-face and remotely), students worked towards achieving their individual learning goals in English.

Next year, student assessment practices will broaden to support learning to be differentiated at students point of need. This personalised learning will guide the development of individual student learning goals in English and mathematics. Students will be supported to learn how to monitor and self assess progress towards their learning goals.

### 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
Greater than 77.5% of students achieving expected growth in NAPLAN Numeracy.	Data indicates 65.52% of students are in the top two skill bands for NAPLAN numeracy which is a decrease against baseline data.
Greater than 52.1% students achieving top 2 bands in NAPLAN Numeracy.	Data indicates 61.96% of students are in the top two skill bands for NAPLAN numeracy which is an increase against baseline data.
Greater than 75.2 % of students achieving expected growth in NAPLAN Reading.	Data indicates 74.14% of students are in the top two skill bands for NAPLAN reading which is a decrease against baseline data.
Greater than 58% of students achieving top 2 bands in NAPLAN Reading.	Data indicates 70.73% of students are in the top two skill bands for NAPLAN reading which is an increase against baseline data.

<p>Establish a tool that measures stage appropriate benchmarks in literacy.</p> <p>Embed the tool within classroom practice.</p> <p>Collect data and analyse a baseline.</p>	<ul style="list-style-type: none"> <li>• Regular writing monitoring sessions to support consistent teacher judgement and identify focus areas in writing</li> <li>• Development of reading rubric for Stage 2 and 3 based on Literacy Progressions</li> <li>• Implemented DoE Phonological Awareness and Phonics Screening tools for Early Stage 1 and Stage 1</li> <li>• Development of teacher capacity to use PLAN2 to record student data and identify focus areas</li> <li>• Check In Assessment completed in Term 2 and 4. Data analysed in Term 2 to identify focus areas for Year 4 and 6</li> </ul>
<p>Establish a tool that measures stage appropriate benchmarks in numeracy.</p> <p>Embed the tool within classroom practice.</p> <p>Collect data and analyse a baseline.</p>	<ul style="list-style-type: none"> <li>• Introduced staff to IfSR tool and trialed implementation with a selection of students in each class</li> <li>• Check In Assessment completed in Term 2 and 4. Data analysed in Term 2 to identify focus areas for Year 4 and 6</li> </ul>

## Strategic Direction 2: Quality Teaching

### Purpose

To maximise student performance outcomes through continually updating and expanding quality teaching and improving teacher reflective practices to meet the learning needs of increasingly diverse students.

### 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.

- Reflective Practice
- Quality Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$19,957.00

**Aboriginal background:** \$4,210.00

**English language proficiency:** \$34,000.00

**Low level adjustment for disability:** \$9,978.00

**Literacy and numeracy:** \$21,705.00

**QTSS release:** \$93,483.00

**Professional learning:** \$9,825.00

### Summary of progress

Due to remote learning, a number of activities and initiatives were not implemented as originally planned. Teachers had opportunities to develop their professional knowledge and understanding of literacy through the scheduled Collective Efficacy Groups (CEGs) and side-by-side work with Instructional Leaders. Teachers planned using a 5 weekly planning cycle for English and developed structured literacy centres with differentiated learning opportunities. Teachers are using consistent school wide systems to gather and analyse data on a 5 weekly basis in writing and have begun to implement tools to support reading through the Literacy Progressions and phonic screening assessment. Consistent writing moderating sessions were held throughout the year to support and identify students who require tiered levels of support.

Next year, in this strategic direction, we will continue to support the development of staff capacity to implement formative and summative assessment practices and use data to effectively differentiate and support student learning at point of need. Furthermore, a wider scope of focus will be taken next year to support the development of teacher capacity in mathematics and reading to assist in achieving system negotiated targets.

### 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
Establish a tool that measures reflective teaching practices. Embed the tool within school systems. Collect data and analyse a baseline.	A reflective practice teacher survey was implemented in Term 1 to establish baseline data. Due to remote learning, growth of improved teacher practice will be measured in 2022.
Establish a tool that measures quality teaching practices. Embed the tool within school systems. Collect data and analyse a baseline.	A quality teaching practice survey was implemented in Term 1 to establish baseline data. Due to remote learning, growth of quality teaching practices will be measured in 2022.

### Strategic Direction 3: Interconnected Communities

#### Purpose

To build a connected and supportive school culture by developing positive relationships through effective collaboration across the community.

#### 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.

- Collaboration
- Supported Learning Communities

#### Resources allocated to this strategic direction

**QTSS release:** \$6,125.00

**Professional learning:** \$23,940.00

**Socio-economic background:** \$5,000.00

#### Summary of progress

HSPS has made progress in evaluating and refining the role of Contemporary Learning within our school. This has been achieved by working collaboratively with the *Transforming Schools Community of Practice* to examine how learning dispositions can be assessed using an e-scale. Teacher representatives completed a trial within Stage 2 to explicitly develop students' awareness of the disposition "Grit" and integrate transformative practices into teaching and learning experiences for students to develop greater levels of "grit". This process has highlighted the need to focus on the learning disposition wheel across the school to support student agency.

To further develop contemporary learning practices at HSPS, a Contemporary Learning Programming Rubric was developed as a tool to measure inquiry and contemporary learning practices in planning and teaching. The rubric was developed in consultation with school executive members, stage contemporary leaders and Transforming Schools mentors. Teachers have had an opportunity to reflect on and evaluate a transdisciplinary unit of work against the rubric and baseline data has been collected to ensure comparisons of growth can be made in 2022. Next year we will continue to increase staff capacity in understanding the inquiry cycle and the using Learning Dispositions and Coherence Makers when planning teaching and learning programs.

Wellbeing initiatives included the continuation of Positive Behaviour for Learning (PBL). Regular meetings were held, and focus areas of whole school settings were identified to explicitly teach students the behavioural expectations of being respectful, responsible and engaged. HSPS has developed a school mascot, Warrel. A launch of the mascot will occur in 2022 and include the wider school community. It was envisaged that the classroom matrix would start to be developed in 2021, but this was delayed due to the impact of lockdown and will now occur in 2022.

Due to remote learning some of the attendance initiatives were not able to be implemented as planned. During this time however, classroom teachers, Learning and Support Teachers and School executives were regularly monitoring student attendance and making contact with families to encourage student engagement online. This was highly successful in supporting students and families during remote learning as well as keeping students connected with their teachers, peers and learning. Professional Learning at the start of 2022 will be provided to all staff to make sure attendance and roll marking procedures are accurate and meet our current policy requirements.

#### 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
Greater than 87.3% of students achieving wellbeing targets.	Actual achievement 85.45% indicated an upward trajectory towards the wellbeing target.  Active engagement in PBL has assisted in developing positive school culture and strengthening the key behavioural expectations of being respectful, responsible and engaged. A focus on developing a classroom



Greater than 87.3% of students achieving wellbeing targets.	<p>matrix will be completed in 2022.</p> <p>The strongest wellbeing indicator reported was the expectation for success. This is significant as high expectations are a key contributing factor to student progress and achievement.</p>
Greater than 83.5% of students attending school greater than 90% of the time.	Actual achievement 88.21% of students attended school 90% of the time or more during 2021.
<p>Establish a tool that measures quality inquiry and contemporary learning practices in planning and teaching.</p> <p>Embed the tool within school systems.</p> <p>Collect data and analyse a baseline.</p>	<ul style="list-style-type: none"> <li>• An aspirational Contemporary Learning Programming Rubric was designed and developed to use as a tool to measure inquiry and contemporary learning teaching and learning practices being used at our school.</li> <li>• The data reflected that we are delivering when assessed against the school developed Contemporary Learning Programming Rubric. Noticeably, as a school we scored lower on the areas of: Inquiry Cycle, Learning Dispositions and Coherence Makers when assessed against the school developed Contemporary Learning Programming Rubric.</li> </ul>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$29,714.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hurstville South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Assessment</li> <li>• Supported Learning Communities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Instructional Leadership to support identified students with additional needs</li> <li>• professional development of staff through Instructional Leadership to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs for speech assessments and therapy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Year 3 and 5 NAPLAN Reading above both state and SSSG  Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)  Year 5 demonstrated a major lift in Writing from a raw score 482 in 2018 to 505 in 2021  Year 3 demonstrated a major lift in Writing from a raw score 423.5 in 2018 to 459.6 in 2021</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to engage the literacy and numeracy instructional leader to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$6,710.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hurstville South 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• purchase and development of school literacy resources to support incorporating indigenous perspectives in teaching and learning programs</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The allocation of this funding has resulted in authentic and meaningful conversations about embedding indigenous perspectives.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Aboriginal background</p> <p>\$6,710.00</p>	<p>Engaging with Aboriginal Education Officer and Aboriginal Community Liaison Officer to reflect on Personalised Learning Pathway (PLP) template and practices and more authentically engage with our community in the PLP process.</p>
<p>English language proficiency</p> <p>\$320,787.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hurstville South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Reflective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader and additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• provide EAL/D Progression levelling Professional Learning to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. All stages work alongside the EAL/D teacher aligned to their stage or grade to co-develop programs for the writing cycle and co-teach writing in classrooms.</p> <p>Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners and to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Professional Learning will be provided to each teacher in the development of personal learning goals in writing for students.</p>
<p>Low level adjustment for disability</p> <p>\$139,856.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hurstville South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Reflective Practice</li> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of LaST and interventionist teacher</li> </ul>

<p>Low level adjustment for disability</p> <p>\$139,856.00</p>	<ul style="list-style-type: none"> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of Instructional Leader to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Engaging Instructional Leader to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students  Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs  Development of a needs-based learning and support program in which COVD ILSP collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.  The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$21,705.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hurstville South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• teacher release to engage staff in Collective Efficacy Groups (CEGs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An increased capacity of teachers to deliver evidence-based approaches to the writing process  An increase of 28% of Kindergarten students achieving stage appropriate benchmarks from Semester 1 to Semester 2  A decrease of 19% of Stage 1 students achieving stage appropriate benchmarks from Semester 1 to Semester 2</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Expand our school focus to Reading, driven by Department of Education research and evidence based practices  As a Self Selector school, trial the implementation of the new K-2 syllabus documents for English and Mathematics</p>
<p>QTSS release</p> <p>\$99,608.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hurstville South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$99,608.00</p>	<ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of Instructional Leaders to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved staff confidence and teaching practice in writing. The writing process and learning intentions and success criteria is consistently used K-6 to support the explicit teaching of writing</p> <p>Deepening of collaborative practices and confidence in contemporary learning and the development of an aspirational contemporary learning rubric as a tool to measure the quality of units</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue a model of Instructional Leadership to support professional learning and implementation of evidence-based practices in English and mathematics</p> <p>Use the inquiry cycle as a structure for designing contemporary learning units</p>
<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hurstville South Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Targeted literacy programs for identified students performing below the expected level for their stage. Student progress with intervention groups is monitored through on-going formative assessment, with students exiting the program when they achieve appropriate benchmarks and data informing new students who enter the program</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Engagement of additional teaching staff to extend intensive small group reading and writing intervention programs.</p>
<p>COVID ILSP</p> <p>\$112,243.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>COVID ILSP</p> <p>\$112,243.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in writing</li> <li>• providing intensive small group tuition for identified students who were identified as 'at risk' of not achieving stage appropriate benchmarks</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	283	295	280	293
Girls	245	251	250	247

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	94.1	87.2	94.7
1	95.3	93.6	90.7	93.3
2	94.8	93.6	92.6	95.6
3	94.7	93.6	92.3	96.2
4	94.7	94.1	91.8	94.9
5	94.6	93.5	90.4	95.2
6	94	95.6	89	94.9
All Years	94.8	94	90.7	95
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

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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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.65
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2.4
School Administration and Support Staff	3.96
Other Positions	2

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	431,251
<b>Revenue</b>	5,432,392
Appropriation	5,274,329
Sale of Goods and Services	18,862
Grants and contributions	138,438
Investment income	564
Other revenue	200
<b>Expenses</b>	-5,390,855
Employee related	-4,804,600
Operating expenses	-586,255
<b>Surplus / deficit for the year</b>	41,537
<b>Closing Balance</b>	472,788

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	500,770
Equity - Aboriginal	6,710
Equity - Socio-economic	29,714
Equity - Language	324,489
Equity - Disability	139,857
<b>Base Total</b>	3,874,273
Base - Per Capita	130,654
Base - Location	0
Base - Other	3,743,619
<b>Other Total</b>	521,645
<b>Grand Total</b>	4,896,688

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.

## Parent/caregiver, student, teacher satisfaction

One hundred and ninety eight students in Years 4, 5 and 6 completed the Tell Them From Me survey between 31 March 2021 and 1 April 2021. The student survey asked questions about student engagement across the areas of socialisation, school setting and intellect. The survey results provided the following information:

- 72% of students reported that they had positive relationships with their peers, indicating they feel accepted and valued by their peers and by others at their school.
- The percentage of students (78%) that set challenging goals for themselves in their schoolwork and aim to do their best is slightly lower than the NSW Govt Norm, however 88% indicated that they demonstrated positive behaviour at school.
- Student perseverance levels which demonstrate the extent to which students can pursue their goals to completion, even when faced with obstacles were slightly below NSW Govt Norms, with 44% of students demonstrating high perseverance levels and 45% demonstrating responses that reflect a medium level of perseverance.
- The school-level factors (out of 10) that students rated most highly were expectations for success (8.7) and advocacy at school (8.0) at Hurstville South Public School. Trend data demonstrated improved ratings in all drivers for student outcomes.
- An increase was observed in the domain of students who are victims of bullying including bullying over the internet. A school wide focus on the implementation of Positive Behaviour for Learning in classroom and non-classroom settings, and revised application of cyber safety will be implemented to help improve this area of student welfare.

### Parent Satisfaction Survey

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

- Parents rated school safety, feeling welcome at the school, school safety and inclusive school practices. These were rated at a similar level or above when compared to the average rating of other parents in NSW Government schools.
- Parents rated the school support of positive behaviour lower than other NSW Government schools, however there was a slight increase in parent satisfaction of this domain with compared to 2020. This is an area we will continue to focus on in 2022 through the continued roll out of Positive Behaviour for Learning (PBL) in classroom settings and the implementation of the 2021-2024 Strategic Improvement Plan.
- A decline in ratings was observed when compared to 2020 where parents indicated they felt informed about their child's social and emotional development and felt informed of student learning progress. However, the average school mean for Two-Way communication with parents did rate slightly higher when compared to NSW Govt norms. These lower ratings could be attributed to the interrupted learning throughout 2021 and the reduced opportunities for parent meetings and modified school reporting. In line with the 2021-2024 Strategic Improvement Plan, increased focus will be applied to developing interconnected communities where the school aims to build a connected and supportive learning culture by developing positive relationships through effective collaboration across the community.

### Teacher Satisfaction Survey

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

- 66% of teachers either agree or strongly agree that school leaders are leading improvement and change within the school.
- Teacher collaboration and planned learning opportunities rated similar to the NSW Government school norms for teachers working together in developing cross-curricular or common learning opportunities for student learning. An area of focus in 2022 will be for teachers to share learning goals for students with each other through Collective Efficacy Groups and Data Conversations. This will help foster an environment where teachers see themselves as part of a team working for their students in a trusted evidence-based learning team.
- There was an increase from 2020 in the domain of the Learning Culture (2020: 7.5, 2021: 7.8). This can in part be attributed to a school wide focus on effective feedback and differentiation. Staff also indicated increased abilities in meeting the needs of students with special learning needs.
- A decline was observed in the domain of school leadership (2020: 6.3, 2021: 7.4). Due to interrupted learning in 2021 a number of professional learning and development initiatives were suspended. A continued area of focus through Instructional Leadership will be to provide support to teachers in developing their practice and monitoring student progress. This is embedded into the 2021-2024 Strategic Improvement Plan. It should be noted however, in the areas of teacher support, there was an increase in the rating School leaders have supported me during stressful times when compared to 2020 (2020: 6.5, 2021: 7.0) reflecting the processes and practices put in place to support teachers throughout the remote learning phase of 2021.

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

# 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.

## Anti-Racism Policy

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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

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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.