

2021 Annual Report

Georges River College Hurstville Boys Campus



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Introduction

The Annual Report for 2021 is provided to the community of Georges River College Hurstville Boys Campus 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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School vision

Georges River College (GRC), Hurstville Boys Campus educates young men to become respectful and responsible citizens who are self-motivated, confident, and resilient learners with the skills for future success.

As a middle school, we create a nurturing, inclusive environment that promotes students to strive for excellence and celebrate their success.

School context

Georges River College (GRC), Hurstville Boys Campus is a vibrant educational setting focused on innovatively meeting the needs of young men in years 7-10. Our school works collaboratively with the other schools making up GRC, comprising of Penshurst Girls, Peakhurst and Oatley Senior campuses as part of a multi-campus college. GRC is a learning community which embraces the responsibility to support a shared learning vision through the use of data and evidence informed practices. Collaborative networks and targeted professional learning across and within our campuses enhance continuous learning and wellbeing opportunities for the growth and success of our students and staff. Through a culture of high expectations, we aspire to achieve excellence for all.

At Hurstville Boys Campus, we deliver a high quality, inclusive and holistic education to maintain excellence in teaching and learning. We currently have:

- an enrolment of 320 students
- 89% students from a non-English speaking background
- a support unit that caters for students with diverse needs.

Our school prides itself on providing high quality learning programs that target:

- middle year boys' education
- literacy
- numeracy
- effective use of technology
- a high potential and gifted stream.

The school is focused on delivering a quality education to all students and strives for excellence in teaching and learning. The school proudly differentiates the curriculum to best meet the educational needs of all students. Our staff is committed to effective, whole-school student welfare programs that empower students to connect, succeed and thrive, as measured by attendance and wellbeing. Underlying these programs are the Positive Behaviour for Learning (PBL) values of respect, responsibility and excellence. These values underpin all school activities, including a range of co-curricular programs that enhance classroom learning to strengthen boys' engagement and enable success through a diversity of experiences. These include sport, science, technology, and creative and performing arts. Successful transition programs prepare students for a seamless journey from primary school to senior studies, school or work pathways.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

We will centre our efforts around evaluative practices that draw on relevant and reliable data to make evidence-informed decisions about teaching, learning and professional development. This practice will ensure that literacy and numeracy levels can be enhanced through explicit teaching and differentiated learning. Participation in the Leading Evaluation, Evidence and Data (LEED) project will continue to support implementation of evidence-based practices that underpin the Strategic Improvement Plan.

We will develop a collaborative learning community based on high quality relationships to improve collective teacher efficacy and provide meaningful and challenging learning opportunities.

The school is committed to providing a supportive environment that fosters positive relationships and wellbeing to improve attendance.

In 2021, the school will engage with the External Validation Process. After this process, the staff will reflect on our Strategic Improvement Plan and re-evaluate our initiatives.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise reading and numeracy results for all students to ensure they have the essential skills needed for success in learning and in life.

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.

- Every word counts
- Every number counts

Resources allocated to this strategic direction

Professional learning: \$7,400.00

Low level adjustment for disability: \$45,043.00

Summary of progress

New processes and systems were introduced this year in response to the school's Strategic Improvement Plan. All staff have been working in cross-faculty action teams aligned to our six initiatives. These teams have worked through a guided approach to collaborative inquiry inspired by the work of Timperely, Kaser and Halbert (2014); Breakspear & Jones (2021); Lewin (1946) and the department's new high impact professional learning policy.

Teams have worked to:

- **Understand their challenge**, by evaluating student data collected locally and at the system level, and reviewing the existing practices related to their goal
- **Research evidence-based solutions** to understand the 'active ingredients' of effective practices
- **Trial and evaluate practices** to find 'what works, for whom, under what circumstances' (Stolz, 2013)
- **Plan to support all staff** to use these approaches confidently and consistently (Evidence for Learning, 2020; Donohoo and Katz, 2019).

Every word counts

Our school continues to exceed our Statistically Similar School Group (SSSG) and NSW government state average for student growth in reading, writing, spelling and grammar and punctuation. Our average NAPLAN growth score in reading was 36.9, compared to 27.7 (SSSG) and 28.6 (state); and the % of students at or above expected growth was 60.7%, compared to 51.4% (SSSG) and 52.6% (state). These results show the high standard of practice already seen in our school, however, we continue to refine our approach to focus on moving a greater number of students into the top two bands of achievement.

In reading, vocabulary has been identified as the key area for our initial focus. This has been chosen through the collaborative evaluation of 2020 and 2021 student data from NAPLAN, Check-in, Best Start Year 7, and Education Perfect. Our investigation into educational research has also suggested this is a logical place to begin teacher professional learning as vocabulary is a prerequisite skill for comprehension (Konza, 2014) and is relevant to every discipline (Shanahan and Shanahan, 2012).

Our 'Every word counts' action team has begun developing and piloting resources to guide the selection, planning and implementation of explicit vocabulary instruction in every subject. This work is targeting 'tier 2 vocabulary', which is shown to have the highest impact on improving reading comprehension (Kucan, 2013). In term 1, 2022, our action team will support all staff, working in faculties, to select 'tier 2' academic terminology and develop explicit lessons using the SEEC (Select, Explain, Explore, Consolidate) process (Quigley, 2018). Faculties will work collaboratively to plan, teach, and evaluate the effectiveness of these strategies and embed them in their teaching programs to sustain such practices.

This cycle of professional inquiry builds on our effective high impact professional learning approach developed in 2021. The initial goal to develop the knowledge, skills and practices of teachers to explicitly teach the skills of reading, which is seen as a pre-requisite to improving student reading outcomes. In terms 3 and 4, 2022, we'll continue this approach with a focus on comprehension and writing by revising existing assessment tasks to ensure an explicit focus on teaching, assessing, and giving feedback on student reading. We're confident this will keep us on track to achieve our progress measures for reading.

Much of this work has been enabled by the establishment of a school-funded Deputy Principal, Teaching and Learning.

By creating this role, we've seen a dedicated approach to planning, leading, guiding and evaluating professional learning. Staff have engaged more deeply with the evaluation of evidence, educational research, and collaborative learning with colleagues. Next year, a Head Teacher, Teaching and Learning position will also be established to provide implementation support to teachers through co-teaching, and develop an academic partnership to build a high level of capacity in all staff in teaching literacy in their subject.

To support the whole-school approach, our targeted literacy programs will continue for years 7 and 8. Reading instruction in HELP (Hurstville Essential Learning Program) will closely align to the whole-school focus areas to support an explicit approach to skill development. Educational technologies (Education Perfect, Reading Renaissance) showed a high level of student engagement in 2021, with over 220,000 literacy questions completed in years 7 and 8; and an average reading age improvement of +0.2. Data from these sources will be regularly evaluated to inform student progress and changing needs.

Additionally, our intensive literacy support (MacqLit) has seen growth for all students along the prescribed continuum. To this end, the program will be expanded by training two more teachers in MacqLit and continuing the program in years 7 and 8.

Every number counts

Our high impact professional learning approach that each action team has followed led to identifying 'fractions and proportional reasoning' as the initial focus area in numeracy. Our 'Every number counts' action team has used research from the NSW Department of Education (2020), University of Queensland and Australian Catholic University (2015) to develop resources that will support a consistent approach to teaching these skills across the curriculum.

The team developed and piloted resources in term 4, informed by the department's learning resources hub. They'll use these resources to support all staff, working in faculties, to find relevant points in their curriculum to effectively teach the skills of fractions and proportional reasoning. Faculties will work collaboratively to plan, teach, and evaluate the effectiveness of these strategies and embed them in their teaching programs to sustain such practices. In terms 3 and 4, 2022, we'll expand the approach to numeracy by targeting weaknesses in measurement and geometric reasoning.

Alongside this professional learning has been the college-wide 'Numbers for learning, Numbers for life' program. Teachers worked across campuses to identify multiplicative thinking as a common area for development for all GRC students. Our staff worked with our College Principal and numeracy experts from the department to develop an approach to multiplicative thinking based on the concept of 'number talks' (Askew, 2016). This approach was trialed in PDHPE and TAS, with participating teachers refining their strategies before sharing them with colleagues in Science and HSIE. Staff from all of these faculties have now participated in professional learning and implemented 'number talks' in their subject. This initiative will continue to be rolled out in 2022, expanding to all teachers in all subjects.

Like our literacy approach, our whole-school numeracy practice will be complemented with targeted HELP and numeracy lessons (Education Perfect). These lessons will align to the numeracy focus areas to provide explicit instruction on the specific skills students will need to apply across all subjects.

We'll also introduce an intensive numeracy program for students who are behind their expected stage outcomes. We now have 5 teachers qualified to deliver Monash University's GRIN (Getting Ready in Numeracy) program, and we've introduced this for students in year 8. This program has been shown to support students to re-engage with maths and numeracy at their stage level. We'll evaluate this program to potentially rollout to year 7 in 2023.

We're confident that this multifaceted approach across the three tiers of support will keep us on track to achieve our progress measures for numeracy, by building the capacity of all staff to embed evidence-informed practices into their teaching so that every student receives explicit numeracy instruction.

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
Increase in the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 10.3%.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (9.7%).
Increase in the percentage of students achieving in the top 2 bands of	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy (16.7%).

NAPLAN numeracy to be above the system negotiated target baseline of 23.8%.	
Increase in the percentage of students achieving at or ABOVE Expected Growth of NAPLAN reading to be above the system negotiated target baseline of 70.8%.	The percentage of students achieving expected growth in reading decreased to 60.71% indicating progress yet to be seen toward the lower bound target.
Increase in the percentage of students achieving at or ABOVE Expected Growth of NAPLAN numeracy to be above the system negotiated target baseline of 74.5%.	Percentage of students achieving expected growth in numeracy decreased by 56.4% leading to progress yet to be seen toward the lower bound system-negotiated target.
Establish baseline data to work out desired uplift percentages for reading.	STAR Reader data showed that students, on average, demonstrated 1.02 years of reading growth in 2021. This will be used as baseline data, on which 2022 results should improve.
Establish baseline data to work out desired uplift percentages for numeracy.	Maths Pathway was determined to be a suitable platform for demonstrating student growth. Baseline data will be assumed at 1 years growth, on which 2022 results should improve.



Strategic Direction 2: SD 2 Every teacher, every partnership

Purpose

To ensure learning opportunities are meaningful, challenging and connected, we will develop a collaborative learning community with quality relationships that improve collective teacher efficacy.

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.

- Every teacher counts
- Every partnership counts

Resources allocated to this strategic direction

Professional learning: \$32,700.00

Socio-economic background: \$18,800.00

Summary of progress

New processes and systems were introduced this year in response to the school's Strategic Improvement Plan. All staff have been working in cross-faculty action teams aligned to our six initiatives. These teams have worked through a guided approach to collaborative inquiry inspired by the work of Timperely, Kaser and Halbert (2014); Breakspear & Jones (2021); Lewin (1946) and the department's new high impact professional learning policy.

Teams have worked to:

- **Understand their challenge**, by evaluating student data collected locally and at the system level, and reviewing the existing practices related to their goal
- **Research evidence-based solutions** to understand the 'active ingredients' of effective practices
- **Trial and evaluate practices** to find 'what works, for whom, under what circumstances' (Stolz, 2013)
- **Plan to support all staff** to use these approaches confidently and consistently (Evidence for Learning, 2020; Donohoo and Katz, 2019).

Every teacher counts

Through our involvement in the LEED project (Leading Evaluation of Evidence and Data) an evaluation conducted by the department has shown a 30% increase in teacher collaboration (from 2.6 to 3.4) and 20% engagement in professional learning (from 3.1 to 3.7). We've attributed this to the collaborative high impact professional learning processes established in 2021. Additionally, during the learning from home period, we saw faculties working collaboratively to innovate their practice to meet the challenges and opportunities provided by remote learning. This included each faculty trialing and sharing the use of new technologies to embed the principles of effective practices from CESE's What Works Best, including explicit teaching, assessment, and effective feedback. Progress in these areas was further evidenced by our teacher Tell Them From Me data, which showed large improvements and results above NSW government norm for all drivers of student learning, with particular improvement in collaboration, data informs practice, teaching strategies and technology.

Every teacher counts action team has synthesised findings from educational research and case studies from schools that embed co-teaching to better understand the range of effective collaborative practices in schools. In the second half of 2021, their ability to visit other schools was impeded due to COVID restrictions. To date, the team has developed a series of evaluation, observation and interview tools to establish our current practices and inform future directions. In 2022, they will expand on their learning to date with site visits to schools where co-teaching is part of everyday practices, with findings being used to progress our co-teaching practices from in-faculty to across-faculty.

Next year, we'll continue to build on the effective collaborative practices within faculties. Colleagues will work together to embed literacy and numeracy practices into their teaching, learning and assessment by applying effective strategies to their pedagogical content knowledge (Shulman, 1987). By strengthening these relationships and behaviours, we'll bring greater awareness to the benefits of collaboration. This will seek to further enhance all teaching practices such as assessment, data evaluation, and differentiation. We'll then aim to explore cross-faculty collaborations, which may produce opportunities for integrated curriculum, consistent teacher judgement, and sharing effective practices more widely. To support collaboration within faculties and teams, we'll aim to build the capacity of our middle leaders. This will include application to the School Leadership Institute Middle Leaders Development Program, and professional learning for our 2022 Executive Conference.

In 2022, two dedicated positions will be used to further facilitate teacher collaboration across the school, within faculties, and mentor and coach individuals with role-specific professional learning. Deputy Principal, Teaching and Learning; will continue to coordinate action teams, support faculties to embed effective practices, and work with individuals to support their professional development plans. This will include the development of a new platform to support teacher-directed professional learning needs, with an initial focus on teachers new to the school.

Every partnership counts

In 2021, Every partnership counts action team conducted an audit of existing partnerships and sought to understand the enablers and barriers to engaging with academia, industry, parents, and the community. They also engaged with educational research in these areas to compare our current practices to those described in the literature as 'best practice'. While COVID-related restrictions limited our ability to establish new partnerships, some exciting opportunities have been planned for 2022. These include the identification of:

- an academic partnership to support teacher knowledge and practice in the teaching of subject-specific literacy
- academic and industry partners for high potential and gifted education opportunities engage students in real-world, problem-based, and collaborative learning.

These will be piloted in 2022.

In 2021, we offered parents a range of new ways to engage with our school, including:

- an 'on-demand' subject selection process
- year 6 into 7 Orientation Support website
- meaningful contribution to the evaluation and design of school reports.

These technologies allowed more parents to engage with our school processes and strengthen partnerships with learning. Tell Them From Me parent survey showed a significantly increased engagement rate, and results above NSW government norm in the areas of:

- inclusive school
- parents are informed
- parents support learning at home.

Next year, Every partnership counts action team will focus on the year 6 into 7 transition. They'll pilot a new primary school links program with one local feeder schools. This program will run in term 3 and involve masterclasses for year 5 students in food technology, technology, wood work, science, and drama. We'll evaluate the pilot program to learn about:

- its impact on preparing students for their transition to high school to support a positive start and develop a sense of connection and belonging
- how to build an awareness of our programs and educational approach in the community, to raise our school profile.

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
The action team have researched, trialed and evaluated the collaborative teaching cycle.	The action team has researched the collaborative teaching cycle and identified schools for site visits.
Increased % of students reporting a successful transition to high school from 2020 results.	In 2021, 64% of students in year 7 reported a positive sense of belonging. This was a decrease from 75% in 2020.
Increased percentage of parents participating in the Tell Them From Me survey from the 2020 survey results.	In 2021, 101 parents completed the Tell Them From Me survey. This was a 25% increase from 2020, in which 81 parents completed the survey.
An academic and industry partnership is established.	An academic partnership (Dr. Trish Weekes) was established to support our school reading goal.

Strategic Direction 3: SD 3 Every student, every day

Purpose

To enable students to connect, succeed and thrive, we will cultivate a supportive environment that fosters positive relationships.

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.

- Every student counts
- Every day counts

Resources allocated to this strategic direction

Low level adjustment for disability: \$34,000.00

Socio-economic background: \$51,000.00

Professional learning: \$4,400.00

Summary of progress

New processes and systems were introduced this year in response to the school's Strategic Improvement Plan. All staff have been working in cross-faculty action teams aligned to our six initiatives. These teams have worked through a guided approach to collaborative inquiry inspired by the work of Timperely, Kaser and Halbert (2014); Breakspear & Jones (2021); Lewin (1946) and the department's new 'High impact professional learning' policy.

Teams have worked to:

- **Understand their challenge**, by evaluating student data collected locally and at the system level, and reviewing the existing practices related to their goal.
- **Research evidence-based solutions** to understand the 'active ingredients' of effective practices.
- **Trial and evaluate practices** to find 'what works, for whom, under what circumstances' (Stolz, 2013).
- **Plan to support all staff** to use these approaches confidently and consistently (Evidence for Learning, 2020; Donohoo and Katz, 2019).

Every student counts

Support for students in these areas is provided through a tiered approach for all, some and few.

To support the wellbeing of all students, our every student counts action team engaged with the department's research-informed Wellbeing for School Excellence professional learning. This approach has been delivered through the school-funded Head Teacher Wellbeing, a role that has provided expertise and time to work with students, teachers and external agencies. The professional learning is a holistic approach to wellbeing that includes cognitive, physical, emotional, social and spiritual domains. This aligns to CESE's 'What works best: 2020 update' that wellbeing and quality teaching are mutually reinforcing. Students with high levels of general wellbeing are more likely to be productively engaged with learning. Staff survey showed that:

- 87% had improved their knowledge and understanding of the factors that influence wellbeing.
- 86% had made changes to their practice because of the professional learning.

The Safeguarding Kids Together (SKT) focus groups reported that teachers around the school are helpful and open and are always checking in on them. Despite this feedback from students, the Tell Them from Me data indicates a slight decrease in student-teacher relationships, although the school remains above the NSW schools mean.

TTFM shows that:

- 6% drop in students who reported moderate to severe bullying effects
- 8% increase in student-relationships
- students reporting positive advocacy at school dropped from 61% to 54%
- expectations for success dropped from 79% to 68%
- sense of belonging dropped 6%, 61% to 55%. However, we are 5% higher compared to SSSG and only 1% below the State for students reporting a positive sense of belonging.

Despite the small decrease in these indicators, there was a greater downward trend for the state and the SSSG.

The improvements in students reporting moderate to severe bullying was likely due to the school's focus on anti-bullying

strategies.

The Head Teacher Wellbeing implemented a range of programs to support targeted cohorts across the school. These programs included:

- Raise Mentoring
- Year Meetings
- Own It
- headspace Hurstville: In-school mental health clinician.

These programs were designed for specific year groups, students with similar needs and smaller groups of students. Student surveys have indicated that these programs have supported them with strategies to enhance their wellbeing.

RAISE has continued to give students confidence and strategies to effectively maintain and improve their wellbeing and engagement through early intervention mentoring programs. Volunteer mentors, from a range of workplace environments including business, tertiary institutions and community organisations, work one-to-one with our Year 8 students, on a weekly basis for two school terms to support students to build their social and emotional wellbeing, resilience, academic engagement, hope for the future, relationships, and help seeking skills. Student surveys indicated that they had developed greater self-awareness (100%), improved communication skills, improved self-confidence and improved help-seeking behaviours (80%).

Our complex case team, which includes our principal; deputy principal, wellbeing; head teacher wellbeing; and counsellor, successfully coordinated supports for students with complex needs as they arose. The team has now been able to develop processes for early identification of students to support them with funding and individualised assistance.

Our youth worker initiative is funded through the Student Wellbeing and Engagement Program SWEEP program in conjunction with 3 Bridges Hurstville. The purpose of this position is to ensure the students' wellbeing, attendance, behaviour, emotional and social development are supported, to help them actively engage in their education. The youth worker focused on early intervention to build relationships with students, school staff, parents(s) or care giver(s) and the community to help students. Key components of this role are to provide support to targeted students year 5-12, through one to one support, program delivery to improve wellbeing and increase engagement of students. Throughout the year, our youth worker worked closely with 10% of our school population to help them with self-regulation and other wellbeing issues.

The learning from home period impacted our ability to successfully deliver all our wellbeing initiatives to students. In 2022, the school will continue with a tiered approach to support student wellbeing. We will continue to follow up the Wellbeing for School Excellence professional learning to ensure that strategies have been embedded into classroom practice and shared among staff. There will be a further focus on implementing Trauma Informed Practices to support all staff. The hope is that by embedding these practices alongside our existing wellbeing initiatives we will further build the capacity of staff (Brunzell, T., Stokes, H., & Waters, L. 2016).

The school will continue to target groups of students by:

- Expanding the RAISE program in 2022 with a larger group of year 8 students
- Providing more targeted wellbeing programs for Year 10
- Expanding the role of the youth worker to have greater access to a larger percentage of students
- The School Support Officer in Semester 2
- Increasing student voice and participation in year meetings
- Continuing to respond to emerging needs and work with external agencies to provide personalised solutions for students and their families with complex needs.

Every Day counts

Data indicates that students attending >90% of the time since 2019 has had significant improvement from 42.3 % to 50.9% in 2021.

Overall attendance rates have remained constant at 84.3% in 2019 to 84.4% in 2021. Semester 1, 2021 attendance rates were 87.6%. 2021 also saw significant disruption through the learning from home period. Our attendance rate of 82.3% during this term reflects an accurate assessment of our students level of engagement through the learning from home period.

During the year we implemented a range of strategies that led to the improvements in attendance. These included:

- The creation of a Head Teacher Secondary Studies.
- Coordinated approach between this position and that of the Head Teacher Wellbeing and Deputy Principal, Wellbeing.
- Establishing new procedures for monitoring attendance data; identifying students, patterns and trends of concern; and responding with evidence-informed approaches.
- A whole-school approach to ensuring the collection of attendance data was accurate and that it was monitored regularly.

- Parent communication on the importance of attendance for learning and wellbeing.
- Professional learning to ensure that student attendance was closely monitored and recorded.
- Late desk and reflection have been consistently implemented, with dedicated staff to ensure that students who are consistently late are being identified and followed-up.
- Meetings with students and parents to increase awareness of the importance of school attendance and strategies to support students to engage consistently in school.
- Complex cases supported via partial attendance plans and other personalised strategies to initiate positive attendance patterns and dispositions to school.
- A pilot program by the Every day counts action team to improve attendance in the last week of term.

In Term 2, 2021, evaluation led to the Head Teacher Secondary Studies position no longer being required with attendance roles distributed to other executive staff for a sustained and consistent approach. Using advice from the Safeguarding Kids Together team, we will continue to refine attendance processes and procedures to support whole school attendance. In 2022, there will be an additional targeted approach to students with attendance between 80-90%. Students with this attendance range are at risk of establishing negative habits yet can be effectively supported to consistently engage in school. The school will continue to work with the HSLO, the Learning and Wellbeing team and other external agencies to support students at risk of disengagement.

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
Increased percentage of students reporting positive outcomes in the Tell Them From Me data for Advocacy, Sense of Belonging, Expectations for Success to be at or above the system-negotiated lower bound target of 68%.	Tell Them From Me data shows a decrease of 6% of reported positive wellbeing, including a 7% decrease in advocacy at school, 6% decrease in sense of belonging, and 11% decrease in expectations of success.
Increased percentage of students attending > 90% of the time to be at or above the system negotiated lower bound target of 61.3%.	The number of students attending greater than 90% of the time or more has increased by 3.3%.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$124,433.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Georges River College Hurstville Boys Campus 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"> • Other funded activities <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) • consultation with external providers for the implementation of Diabetes support. • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the care and management of students with disability and additional learning and support needs. - students being supported to achieve their learning goals - students developing school routines and participating in classroom activities - increased knowledge and confidence of designated staff who supervise or teach a student with type 1 diabetes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to provide the necessary care and management of students with disability and additional learning and support needs - to continue to increase knowledge, understanding and skills of staff to better equip them to support our students.
<p>Socio-economic background</p> <p>\$131,300.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Georges River College Hurstville Boys Campus 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"> • Every student counts • Every day counts • Every partnership counts • Every teacher counts • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a Deputy Principal Teaching and Learning as an instructional leader in the coordination of high impact professional learning and support for colleagues to target effective reading and numeracy practices for students from lower socioeconomic backgrounds . • staff release to develop a Parent Engagement Program and Primary School Masterclass Program • staff release to support professional learning to support early intervention in mental health support for our students. • engagement in the RAISE program to support Year 8 mentoring. • providing materials, uniform, equipment and other items to students from low socio-economic backgrounds. • employment of external providers to support students with additional learning needs. <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$131,300.00</p>	<ul style="list-style-type: none"> - increased access to resources to enable low socio-economic background students to connect, succeed and thrive - increased low socio-economic background student engagement, learning and retention - increased community engagement by low socio-economic background families. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to support low socio-economic background students - to better understand the complexities and challenges that impact on student wellbeing and learning in these communities.
<p>Aboriginal background</p> <p>\$3,700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Georges River College Hurstville Boys Campus. 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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support the development and implementation of Personalised Learning Pathways • an Aboriginal performance by the Koommurri Indigenous group. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Aboriginal students now being provided with adjustments and support. - providing Aboriginal students opportunities to build their confidence and sense of belonging - increased understanding of Aboriginal culture at a whole school level. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to provide our Aboriginal students with personalised learning and support - to continue to increase the knowledge and understanding of all our students about Aboriginal culture - continue to establish connections between Aboriginal students across the College.
<p>English language proficiency</p> <p>\$161,018.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Georges River College Hurstville Boys Campus.</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 equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • establishment of a core practice for supporting students learning English as an Additional Language or Dialect • intensive support for students identified in beginning and emerging phase • creation of an additional class during English for Year 7-10. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - EAL/D students being supported to move through the four phases of EAL/D Learning Progressions at different rates - student improvements across the four skills of listening, speaking,

<p>English language proficiency</p> <p>\$161,018.00</p>	<p>reading/viewing and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAL/D teacher and or EAL/D specialist to build teacher capacity by providing professional learning and support to:</p> <ul style="list-style-type: none"> - understand EAL/D progressions - identifying EAL/D needs - understand evidenced-based EAL/D teaching strategies to embed within teaching programs.
<p>Low level adjustment for disability</p> <p>\$201,854.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Georges River College Hurstville Boys Campus 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"> • Every word counts • Every student counts • Other funded activities <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 Student Learning and Support Officers • evidence-based interventions for targeted students including MacqLit in Year 7 to increase learning outcomes • 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 • employment of Learning and Support Teachers (LaST). • reading and numeracy programs including Reading Renaissance and Education Perfect to support Year 7 and 8. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - early student intervention through assessment - students being equipped with strategies for self-regulation in class - improved student outcomes in reading and numeracy as measured by internal data sources - increased parent engagement in their child's learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer - increase access to local area network regarding support services - continue to provide targeted professional learning to support students with additional learning - continue to work in partnership with families to maximise learning opportunities for students at school and at home.
<p>COVID ILSP</p> <p>\$147,405.00</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>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 to support the withdrawal of students for small

<p>COVID ILSP</p> <p>\$147,405.00</p>	<p>group tutorials in years 7 and 8</p> <ul style="list-style-type: none"> • evidence bases interventions for targeted students including MacqLit Year 8 • Coordination of ILSP (DP Teaching and Learning). <p>The allocation of this funding has resulted in:</p> <p>Improvements to student reading as identified by internal data indicating:</p> <ul style="list-style-type: none"> - vocabulary results increased an average of 14% for students in small group tutorials - all students achieved expected growth in comprehension, vocabulary and processes according to MacqLit program. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to provide the MacqLit program for students in lower bands Target students in middle-top and middle bands for small group tutorials, with groups based on achievement in targeted focus areas.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	352	343	346	301
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.6	89.9	87.7	90.2
8	88.8	86.8	86.5	89.9
9	86	87.7	85	89.2
10	84.8	83.2	83.7	83.5
All Years	87.8	86.9	85.7	88.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	n/a	n/a
Employment	0	n/a	n/a
TAFE entry	0	n/a	n/a
University Entry	0	n/a	n/a
Other	0	n/a	n/a
Unknown	0	n/a	n/a

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Hurstville Boys Campus undertook vocational education and training in 2021.

The school is a 7-10 campus.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	20.98
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	9.98
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 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	693,159
Revenue	6,843,546
Appropriation	6,675,970
Sale of Goods and Services	23,553
Grants and contributions	140,145
Investment income	803
Other revenue	3,075
Expenses	-6,507,111
Employee related	-5,881,016
Operating expenses	-626,095
Surplus / deficit for the year	336,435
Closing Balance	1,029,595

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	124,433
Equity Total	497,908
Equity - Aboriginal	3,692
Equity - Socio-economic	131,334
Equity - Language	161,020
Equity - Disability	201,862
Base Total	4,785,866
Base - Per Capita	91,019
Base - Location	0
Base - Other	4,694,847
Other Total	897,550
Grand Total	6,305,756

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

Parents and the school community have regular opportunities to provide their feedback and input into the school through monthly P&C meetings as well as parent/teacher evenings. The school community feels valued and are supportive and appreciative of school programs and practices. Parents are also involved in their child's learning and provide feedback when developing individual learning plans.

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.

Aboriginal Education - School statement

Georges River College Hurstville Boys Campus is committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students and educating all students about Aboriginal Australia. Each faculty incorporates Aboriginal perspectives into their teaching and learning programs.

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.

Anti-Racism - School statement

At Georges River College Hurstville Boys Campus, Positive Behaviour for Learning is a student-centred whole school framework that gets everyone - students, staff, families and the school community - on the same page to create a safe and supportive learning environment for all students. It aims to reduce the use of derogatory and racial language and to ensure procedures are in place to address any discrimination and promote an inclusive school community.

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.

Multicultural and anti-racism education - School Statement

At Georges River College Hurstville Boys Campus, multicultural diversity is celebrated. Eighty nine per cent of students come from over 80 different cultures. Teaching and learning programs ensure a culturally inclusive classroom and school community. Our programs foster students' understandings of culture, cultural diversity, racism and active citizenship all within a multicultural environment. The school has incorporated programs that further address multicultural education. The school also supports the multicultural community with interpreters being available for parent/teacher interviews as well as other interview times.