

2022 Annual Report

Hurstville Public School



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Introduction

The Annual Report for 2022 is provided to the community of Hurstville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Hurstville Public School
50 Forest Road
HURSTVILLE, 2220
<https://hurstville-p.schools.nsw.gov.au>
hurstville-p.school@det.nsw.edu.au
9587 3963

Message from the principal

2022 has been a remarkable year for the Hurstville Public School community. After emerging from the COVID-19 global pandemic during the year, the school has endeavoured to engage all of the stakeholders within the local community as rapidly as possible and return the school environment to some semblance of regular, pre COVID-19 operations, with a particular lens on engaging the school and local community to return to visiting the school site.

While a significant amount of energy had been dedicated to ensuring all of the COVID-19 guidelines had been carefully managed throughout the previous years, it was important that as the guidelines were further relaxed, there were a range of events and activities created to provide school community members with the opportunity to return to the site and connect with students, staff and other members of the community.

Our students have once again shown their incredible skills, talents, dispositions and resilience in a broad range of areas and have demonstrated a broad range of achievements.

Significant highlights of 2022 included the Community Movie Night, a first for the school, that saw some 1400 members of the school community attend the site and enjoy an outdoor movie experience together.

2022 Education Week was an enormous celebration of our students and their learning and included a number of opportunities across Education Week for community members to visit the school and connect with the school community. During Education Week 2022 we had over 2000 visitors attend the school site and take part in the different events and activities planned across the week.

2022 also included expansion of the school's collaboration with allied health providers. Two Occupational Therapists were school funded to work with staff and students the equivalent of four days per week. This intervention is targeting the building capacity of teachers, school learning support officers and community members in the identification and support of students who are demonstrating evidence of needing some specific occupational therapy support. The second component is the screening and assessment of complex needs that students may have and where families may not have been able to access Occupational Therapy assessment external to the school for a range of reasons. The screeners and assessments were then provided to families through case meetings to identify any specific outcomes for intervention and to support families to help further understand the purpose of this type of intervention.

The school continued to enjoy a robust and effective collaboration with the Hurstville Parents and Citizens Association. The P&C have continued to support a wide range of the school's priorities and have provided a consistent voice for the school community so there can always be productive and proactive feedback and discussion regarding school operations or trends in contemporary education. I would like to extend my sincere thanks to the P&C Executive team who worked closely with the school administration on the strategic planning to bring the community members back into the school. Their support has been invaluable to returning school operations to be more in line with the pre COVID-19 school environment. The P&C also provided insightful and important feedback on what our students needed in order to return to learning that was more in line with pre COVID-19 expectations.

The teaching, specialist and administration staff at Hurstville Public School are a remarkable team of practitioners. I would like to acknowledge the incredible contribution they have made to the life of students, to the support for families within the community and their incredible care for all members of the school and local community. Students and families of Hurstville Public School are extraordinarily well served and supported by the Hurstville Public School team. I would like to thank every member of the team for their incredible dedication, integrity and altruism. It is their commitment to the young people of the school that defines who they are as humans and professionals. I cannot thank them enough for their tireless efforts.

The school community will move into 2023 with a strong sense of hope and excitement about the momentum we wish to create together that will subsequently support the learning and wellbeing of our students now and into the future.

Mark Steed

Principal



School vision

Our school is a place where:

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

School context

Hurstville Public School is located in a highly urbanised area of southern Sydney. The area is undergoing rapid redevelopment with large, multi-storey apartment blocks increasing the number of families residing within the school's enrolment boundaries. The school is one of the largest primary schools in the state with over 1160 students. They are supported by a dedicated staff of more than 115, with 73% of staff in teaching positions and 27% in non-teaching positions. 80% of all staff maintain between 10 and 49 years of service with the NSW Department of Education.

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

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

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

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

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

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

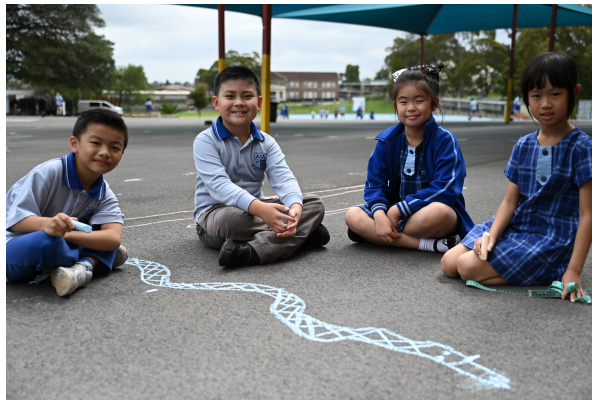
Data analysis has highlighted that on external student performance measures, the school is excelling. However, upon further investigation and manipulation of the data to extract equity groups, themes have begun to emerge. On collation of internal student performance measures, different trends have also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

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

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

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

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



Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

English language proficiency: \$10,474.00

QTSS release: \$231,221.00

Literacy and numeracy intervention: \$120,667.00

Literacy and numeracy: \$54,585.00

Per capita: \$150,000.00

Professional learning: \$25,300.00

Summary of progress

Throughout 2022, the focus of Strategic Direction 1 was to increase data informed practices and consistency across the school in Literacy and Numeracy. In Literacy, the Leadership Team identified a lack of consistent internal data sources and it was decided to trial an approach to collect assessment data in writing. Professional Learning was delivered to all Assistant Principals on the use of the Literacy Progressions and entering data on PLAN2. Assistant Principals then led team discussions on consistent teacher judgement and assessment samples were collected for small focus groups on one progression indicator. All staff were provided Professional Learning on using the progressions, as well as, analysing and entering student data online. A consistent and systematic approach was implemented and data was collected on writing samples every 3 weeks across all grade groups. Throughout Semester 2, there was also a focus on providing staff across K-2 with an understanding of the new syllabus documents for English and Mathematics.

In Numeracy, the Leadership Team identified vocabulary as an area for improvement based on NAPLAN results and school based data. It was evident that students were having difficulty solving word problems in numeracy. The Assistant Principal Curriculum and Instruction (APCI) worked with small groups of teachers from each grade. The APCI built staff capacity by working closely with Assistant Principals and grade representatives to develop their understanding of Newman's Error Analysis and how to explicitly teach word problems. Assessments were administered each term and data was used from these, to drive teaching and learning programs. This was then shared with the whole team to ensure a consistent approach to teaching word problems in all Mathematics programs. Teachers enhance vocabulary development through the use word walls and other activities in their Mathematics programs. Data indicates an improvement in the students' ability to solve word problems.

Data analysis from NAPLAN and Check-In indicated that Measurement and Geometry was an area for development so whole school professional development and resource was implemented. Recent NAPLAN and Check-in data indicates an improvement in this area on some grades: however, this evidence is not consistent across the school. Staff indicated a need to better cater for the diverse needs in classrooms. Whole school professional development was provided, and staff were given opportunities to engage in classroom observations with a focus on differentiation and word problems. 85% of staff involved in the observations indicated that they had implemented a strategy that was observed.

In 2023, a focus on word problems and differentiation will continue showcasing effective practice by staff members. Future directions will include the considerations of High Potential Gifted students across K-6. Classroom observations will need to be strategically planned to have an impact across a greater number of staff across the school. Staff across K-2 and Support Unit will also focus on the implementation of the new English and Mathematics syllabus documents, while staff across 3-6 will begin to engage with the new syllabus documents and begin to create units of work.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Literacy <ul style="list-style-type: none"> An uplift of 5.4% of students will achieve in the Top 2 Bands in NAPLAN Reading. 	In 2022, 69.44% of students achieved results in the Top 2 Bands in Reading. This is 1.74% above the system negotiated target indicating the initiatives in place to support Reading were effective.
Numeracy <ul style="list-style-type: none"> An uplift of 3.5% of students will achieve in the Top 2 Bands in NAPLAN Numeracy. 	In 2022, 73.68% of students achieved results in the Top 2 Bands in Numeracy. This is 3.08% above the system negotiated target indicating the initiatives in place to support Numeracy were effective.
Literacy <ul style="list-style-type: none"> Increased % from 2021 results of students achieving expected growth in NAPLAN Reading. 	Student growth reports for 2022 cohort are unavailable due to the absence of 2020 NAPLAN results.
Numeracy <ul style="list-style-type: none"> Increased % from 2021 results of students achieving expected growth in NAPLAN Numeracy. 	Student growth reports for 2022 cohort are unavailable due to the absence of 2020 NAPLAN results.
Literacy <ul style="list-style-type: none"> Increased % from 2021 results of students achieving grade expectations in Reading. 	In 2022, 70.05% of students are reading at or above grade expectations. This is an uplift of 6.55% from 2021 data.
Numeracy <ul style="list-style-type: none"> Increased % from 2021 results of students answering Working Mathematically (problem solving) questions correctly in Check-in assessment. 	<p>In 2022, students in Years 3 - 6 completed the Check-In Assessment. Data indicated that overall 80.20% answered Working Mathematically questions correctly, compared to the state, 59.55%. This is an uplift of 0.44% from 2021 data.</p> <p>Year 3 - 79.7% of students answered Working Mathematically questions correctly, compared to the state, 57.6%</p> <p>Year 4 - 80.6% of students answered Working Mathematically questions correctly, compared to the state, 63.5%</p> <p>Year 5 - 79.3% of students answered Working Mathematically questions correctly, compared to the state, 56.3%</p> <p>Year 6 - 81.2% of students answered Working Mathematically questions correctly, compared to the state, 62.8%</p>
Numeracy <ul style="list-style-type: none"> Increased % from 2021 results of students answering Measurement and Geometry questions correctly in Check-in assessment. 	<p>In 2022, students in Years 3 - 6 completed the Check-In Assessment. Data indicated that overall 80.33% answered Measurement and Geometry questions correctly, compared to the state, 59.25%. This is an uplift of 1.8% from 2021 data.</p> <p>Year 3- 72.6%of students answered Measurement and Geometry questions correctly, compared to the state, 44.3%</p> <p>Year 4- 82.3% of students answered Measurement and Geometry questions correctly, compared to the state, 67.2%.</p> <p>Year 5- 81.4%of students answered Measurement and Geometry questions correctly, compared to the state, 59.7%</p> <p>Year 6- 85% of students answered Measurement and Geometry questions correctly, compared to the state, 65.8%.</p>

Strategic Direction 2: Creating optimal opportunities for learners

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$6,600.00

Socio-economic background: \$53,065.00

Aboriginal background: \$1,568.00

Integration funding support: \$228,159.00

Low level adjustment for disability: \$95,000.00

Summary of progress

Our focus for 2022 was to develop systematic and proactive approaches to support learners. The Attendance team investigated whole school processes for monitoring and managing student attendance and created a school Attendance Policy that was developed in consultation with all stakeholders. In Term 2, professional learning was delivered to all staff to develop a shared understanding of attendance procedures. Attendance folders were created and distributed to all staff containing the school policy as well as other departmental resources to support every student attending school every day. Attendance awards were introduced in Term 2 to celebrate classes with excellent attendance. The awards were based on attendance data in Scout, acknowledging grades with the highest student attendance rate and then identifying the class in that cohort with the highest % of students in the 95-100% attendance rate. These awards were published in the newsletter and presented at the whole school assembly. In Term 4, attendance SMS messages were trialed as a way of capturing attendance information in a timely manner. This has been successful in reducing the need for class teachers to follow up with unexplained absences.

In Term 2, the SD2 executive team held wellbeing student focus groups whereby our Student Representative Council (SRC) members were interviewed about key wellbeing aspects at our school, answering questions about extra-curricular activities, wellbeing and the high skills/high challenge quadrant. 76 students participated in 6 focus groups. The school also partnered with Safeguarding Kids Together (SKT) in Term 3 to streamline our wellbeing initiatives. 114 students participated in 18 focus groups. These students were strategically chosen and differed from the previous focus groups. These 24 focus groups represented 17% of the student population. The triangulation of student voice, including Tell Them From Me (TTFM) data indicated the following positive outcomes; being an SRC member was very important, the school uniform is valued and creates a sense of belonging, 50% of students felt challenged as opposed to 26% in TTFM, students perceived teachers to be friendly and supportive and students liked sport, the playground and found lessons to be engaging. In contrast, the data also indicated the following areas for growth; students did not understand that our lunch time activities are classified as extra-curricular activities, revision of the reward and behaviour management system is needed, and the playground, toilets and canteen need improvement.

In addition, the school delivered Trauma Informed Modules 1 and 2 to all staff which provided a foundational understanding of childhood trauma, its causes and its impact for schools. Staff learnt to recognise the signs that students have experienced trauma and developed a repertoire of inclusive strategies to mitigate its impact at school, both as individuals and through the implementation of school-wide systems. We also employed two Occupational Therapists to work directly with students and teachers in order to upskill, model and teach a range of intervention strategies that could continue to be implemented in the classroom without direct OT support. The focus areas included Letter Houses, Zones of Regulation, Gross Motor and Fine Motor programs, School Readiness program, and individual assessments and screeners. The school wellbeing initiatives, such as Positive Behaviour for Learning, Breakfast Club, One Beat Drumming, Youth Workers, student letterbox, Learning and Support, Peer Support and the wellbeing room, have supported students by providing them with optimal and proactive opportunities.

Next year in these initiatives we will work with staff to explore the TTFM Sense of Belonging toolkit, create universal exit slips to capture student voice for school wellbeing initiatives, refocus on and review Positive Behaviour for Learning, ensure attendance processes are streamlined and visible to all stakeholders, focus on differentiation in partnership with

Strategic Direction 1, host student focus groups annually using the SKT scaffold as a model, further expand the Zones of Regulation so that there is consistent language across K to 6 and Support Unit, upskill staff on making quality adjustments to enable students to access educational content and outcomes on the same basis as their peers and finally, provide further HIPL on the new Behaviour Policy and Procedures and the Inclusive Education Policy for students with disability.

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
Wellbeing <ul style="list-style-type: none"> Increased % from 2021 results of students reporting participation in extra curricular activities. 	<p>In 2022, 59% of students reported participation in extra curricular activities. This was an increase of 9%, indicating that creating opportunities for learners, in particular extra curricular activities will need to be a focus in 2023 to ensure that there is an uplift.</p>
Attendance <ul style="list-style-type: none"> An uplift of 4.3% of students will attend school 90% or more of the time. 	<p>In 2022, 69% of students were attending school 90% or more of the time. This was a decrease of 21.93%%, indicating that attendance needs to be a strong focus in 2023.</p>
Wellbeing <ul style="list-style-type: none"> An uplift of 2.7% of students will report positive wellbeing. 	<p>In 2022, 82.98% of students reported positive wellbeing. This was a increase of 1.27% from 2021, indicating that initiatives in place to support systematic and proactive wellbeing practices have had a small impact but will need to be a focus in 2023 to ensure that there is an uplift. Analysis of the data indicates that a strong focus on initiatives to increase student's Sense of Belonging is required.</p> <p>The following TTFM data represents student voice in Years 4, 5 and 6:</p> <ul style="list-style-type: none"> Advocacy at school 7.1% Expectations for success 8.1% Sense of belonging 64%
Wellbeing <ul style="list-style-type: none"> Increased % from 2021 results of students reporting being in the high skills, high challenge quadrant. 	<p>In 2022, 26% of students reported being in the high skills, high challenge quadrant. This has been a decrease of 5%, indicating that the initiatives in place to embed a learning culture with differentiated opportunities need to be a strong focus in 2023.</p>

Strategic Direction 3: Effective learning communities

Purpose

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

Initiatives

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

- Learning Alliances
- Community Partnerships

Resources allocated to this strategic direction

Professional learning: \$51,859.48
: \$0.00

Summary of progress

The 4C assessment focus for 2022 was on developing pedagogy through a collaborative approach, where students, staff and the community aimed to regularly and consistently apply 4C transformational learning skills. In Semester 2, the school introduced the 4C Venture team, the Strategic Leaders of Learning team and the Leaders of Learning team, and the established APC&I, reformed school systems to increase focus on the learning dispositions and 4C classroom practice. This involved developing and implementing explicit Learning Dispositional lessons, a tailored professional learning program specifically targeting 4C pedagogy, a weekly experiential 'Collaboration Circle' meeting to target teachers understanding and engagement with 4C pedagogy and embedding dispositional language into school assemblies and staff meetings. Based on the analysis of Hurstville Public School's data sources, such as staff feedback, student focus groups, a School Capability Assessment report, and a staff Mindframes survey, the school identified several conclusions about the progress towards the development of application and assessment of learning dispositions. There has been an increase in the use of 4C practice across the school and a broader understanding of the 9 learning dispositions among students and staff members; however, this understanding may be classified as superficial or surface level.

Next year, the focus will be to drive initiatives that collaboratively lead and map the strategic deepening of understanding and the assessment scaffold of learning dispositions. The reformation of the 4C Venture group, the Strategic Leaders of Learning and the Leaders of Learning teams' expectations will focus more on sharing practice with others across the school by continuing to collaborate with facilitators and academic partners, 4C Transformative Learning to develop a narrower focus around explicit classroom practice. The following steps will also include exposing teaching staff to the E-Scale assessment rubrics for ongoing dispositions assessment as part of everyday classroom practice. Establishing a baseline for assessing the learning disposition, Grit will be piloted with the Leaders of Learning during Semester 1 and will aim to roll out across all teaching staff during Semester 2. Finally, establishing a co-teaching model focusing on the explicit teaching, understanding and application of learning dispositions by students will strengthen improvements in developing pedagogy through a collaborative approach, where students, staff and the community regularly and consistently apply 4C transformational learning skills.

The community engagement focus for 2022 was on Increasing opportunities for the community to regularly and consistently engage in the school, to authentically respond, reflect, understand and inform their children and their learning. This involved developing partnerships with external supports and services such as TAFE NSW, 3Bridges Youth Services and local high schools. Additionally, the school developed and expanded a Community Wellbeing team, a Community Partnerships team, an adult education team, and committees to target specific events such as Education Week, NAIDOC Week and Hurstville Performing Arts Showcase. Data used for reflection, such as Tell Them From Me and the National School Improvement Parent and Community Survey, alongside Seesaw engagement, Community engagement registers, enrolment into adult learning programs and the Community Engagement team's self-evaluation of

community engagement structures against the School Community Engagement allowed the school to reach several conclusions about the progress about opportunities for parents to actively and regularly engage with the school to understand and inform their child's and their learning. These conclusions included that parents and members of the school community identified specific areas of the school they would like to volunteer their time regularly, that there were limited opportunities for parent/carer engagement across the school other than those that would be considered regular school practice (Meet the Teacher evenings, Parent/Teacher Interviews) and that there is greater interest in further education and possible vocational education offerings operated by the school in conjunction with the school's Learning Community partners (3Bridges Community, St George TAFE Outreach)

Next year, the focus will be to explore, implement and manage a range of opportunities for members of the school community to form a deeper connection with the school, students and staff members, to implement and develop a parent/community member volunteer program to share their time and expertise at the school, specifically in supporting student learning in learning environments, to increase the range of Vocational Education, English Language Learning and career information pathways for the community and neighbouring school communities and to continue the transformation of the existing dental clinic building into a Community Health and Wellbeing Hub. This process will involve scoping the internal reconfiguration during Semester 1 2023, intending to move toward funding and commencement of work by the end of 2023/beginning of 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
4C Assessment <ul style="list-style-type: none"> Increased % of students showing growth on the 4C E-Scale assessment linked to the 9 learning dispositions. 	<p>In 2022, nearly 30% of K-6 students interviewed through focus groups (sample size of approximately 100) demonstrated an understanding of all 9 dispositions. This serves as a baseline for student understanding of the dispositions. More specifically, the following %s identify the number of students across the school who demonstrated at least a surface level of understanding of the 9 dispositions.</p> <ul style="list-style-type: none"> Interpersonal dispositions - Grit - 45% / Focus - 97% / Curiosity - 36% Cognitive dispositions - Make and express meaning - 28% / Build new ideas - 50% / Think why and how - 35% Intrapersonal dispositions - Teamwork - 95% / Empathy - 47% / Influence - 29% <p>Establishing a baseline for assessing the learning disposition, Grit, requires continued focus in 2023, as only 45% of students could demonstrate a surface level of understanding. An increased, more comprehensive, strategic approach to deepen knowledge of the disposition 'Grit' will be required before engagement with the assessment scaffolds that will support the implementation of the E-Scale learning disposition assessment rubrics.</p>
Community Engagement <ul style="list-style-type: none"> Increased % from 2021 results of the school community actively and regularly engaging with the school to understand and inform their child's and/or their own learning. 	<p>In 2022, there was a 3.2% uplift in community engagement compared to 2021. This result indicates that initiatives in place have increased engagement; however, an increased focus on parent volunteering in 2023 will ensure that there is a continued uplift and will increase the quality/formality of initiatives that inform the community of their child's learning. Data analysis indicates that a strong focus on initiatives has connected the school with the community.</p> <p>The following data sets have contributed to the uplift</p> <ul style="list-style-type: none"> Adult education opportunities - 1.09% uplift. Parent volunteers - 4.12% uplift. Transition session (Kindy, OC and High School) = 12% uplift. Seesaw engagement and connections - 2.1% uplift. Partnerships in learning - Local high school activities, external providers. Informal initiatives - Movie Night, Showcase, Education Week, Parent afternoon tea.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$228,159.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hurstville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic and proactive approach to support learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of evidenced based interventions in literacy and numeracy. • employment of staff to provide additional support for students who have high-level learning needs • staffing release for targeted professional learning around [course] • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <p>Integration funding is applied for on a case by case basis and against certain specific criteria. This form of tailored additional support is designed and implemented to meet the specific learning, emotional and social needs of each student receiving this form of funding. Each student has an Individual Learning Plan developed that is regularly consulted and reviewed by the student, class teacher, parents and carers, specialist staff members and any additional agencies providing support for the student. The Individual Learning Plan includes measurable targets in Literacy and Numeracy that are regularly assessed and reviewed and will sometimes include a target related to successful social engagement or the ongoing management of a complex medical need. These targets are review each term and a formal review meeting is held with all stakeholders each semester. The form of support provided is based on adjustments to learning negotiated between the Acting Assistant Principals - Learning and Support in collaboration with the class teacher, School Learning Support Officers and the student.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The school has continued to work on the refinement of the Complex Case Management structures to support students with a range of complex needs that often require substantial adjustments to learning and wellbeing to be established and assessed. The format of Complex Case meetings has now led to far swifter follow up around developments within particular cases. Improved response times to developments or challenges that have arisen with particular cases and the successful establishment of a Key Worker attachment for each student case included within the complex case management structure.</p> <p>The next step in the process will be a focus on the format of review meetings and more timely and formative communication and reviewing of Individual education plan targets and a greater level of access to the updated data and information of target process via the use of a shared document structure that allows for all stakeholders to connect more completely with the progress on targets between the formal review meeting times. This investigation on appropriate and cyber safe formats will be conducted throughout 2023.</p>
<p>Socio-economic background</p> <p>\$53,065.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hurstville Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$53,065.00</p>	<p>background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic and proactive approach to support learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Occupational Therapy Program - Early Intervention Strategy (4 days per week) • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement evidenced based interventions in literacy and numeracy (MaqLit, MiniLit) to support identified students with additional needs • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>Hurstville Public School Occupational Therapy Program</p> <p>The 2022 HPS OT Program ran from the 1st February 2022 until the 15th December 2022 and was run by two independent Occupational Therapists. The aim of the program was to work directly with students and teachers in order to upskill, model and teach a range of intervention strategies that could continue to be implemented in the classroom ongoing without direct OT support.</p> <p>The focus areas of the program for 2022:</p> <ul style="list-style-type: none"> • Letter Houses (letter formation) • Zones of Regulation (emotional regulation) • Gross Motor Program • Fine Motor Program • Individual Occupational Therapy assessment & screeners <p>The impact of this Occupational Therapy program includes:</p> <p>The development of a consistent letter formation program that incorporates foundational skill development when learning to form letters (e.g., mastering pre-writing lines and shapes). Letters of the alphabet were grouped to form different 'houses' based on their formation, so children could master the skill of that specific formation type before moving on to more complex motor patterns.</p> <p>Development of a gross motor program for kindergarten was developed in line with PDHPE syllabus, which all of kindergarten participated in once per week. The program focused on building the following fundamental movement skills.</p> <p>Implementation of a fine motor development program for kindergarten was developed to work on fundamental fine motor skills necessary for tasks such as cutting, tracing, manipulating a pencil, hand dominance, completing self-care tasks, letter formation, writing legibility and colouring in.</p> <p>18 specialised individual Occupational Therapy assessment & screener reports were completed between April 2022 - November 2022</p> <p>Two Year 3 classes participated in a short 1hr session each week for 4-weeks to introduce each of the Zones of Regulation to the classes.</p> <p>A 3 Hour workshop/Professional Learning session provided to 22 teachers/SLSOs around the concept of regulation, the nervous system and child friendly regulation tool - The Zones of Regulation and how to implement this in classrooms. From this professional learning the following information was collected from participants</p> <ul style="list-style-type: none"> o 100% of participants stated they would recommend the workshop/PL to their colleagues. o 62% of participants scored their understanding of regulation, and the Zones of regulation as either poor or fair prior to the workshop. o 100% of participants scored their understanding of regulation, and the Zones of regulation as either very good or excellent after having completed the workshop. o 70% of participants rated the workshop as excellent, 30% rated the workshop as very good.
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<p>Socio-economic background</p> <p>\$53,065.00</p>	<p>o 31% of participants stated they felt extremely confident in implementing the Zones of Regulation in their classrooms after completing the workshop, 62% stated they felt very confident, and 7% stated they felt confident.</p> <p>Additional Support in Literacy Students identified through regular literacy data collection and analysis from Kindergarten - Year 6 participated in the Mini Lit and Macq Lit programs during 2022. Students involved in these evidence based programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. 73% of students participating in these program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than 7 levels of the programs). At the conclusion of 2022, additional Learning and Support teaching staff members and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, evidence based literacy support model could continue to be deployed across the school in 2023 that will engage a larger number of students with additional literacy needs from grades across the school.</p> <p>Student Financial Assistance Throughout 2022 requests by families for financial assistance provided by the school increased by 40% on those received in 2021. This was due to a number of families within the school community not able to maintain regular employment during this time period nor were they able to access appropriate support services from within the local community. While this time period is considered to be post COVID-19, the economic implications of the global pandemic have clearly impacted the financial stability of families within the school community.</p> <p>After evaluation, the next steps to support our students will be: The Occupational Therapy Program will continue to operate for 4 days per week during 2023. In order to really focus on the principles of early intervention, a team of Speech Pathologists will also work within the school for the equivalent of 2.5 days per week. The speech pathologist will have a day when they are all on site together so they are able to collaborate and meet with the school's learning and support team to review the case load priorities for each intervention the allied health providers will undertake. Building and developing the capacity and understanding of staff members and members of the school community will be high priority focuses for both the Speech Pathology and Occupational Therapy teams during 2023.</p>
<p>Aboriginal background</p> <p>\$1,568.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hurstville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic and proactive approach to support learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Staff members working with Aboriginal students have been provided with time to collaboratively develop Personalised Learning Plans with the Assistant Principals - Learning and Support to develop targets in relation to literacy, Numeracy, social and emotional wellbeing.. Parents, students and staff members regularly meet to review and discuss data collected in relation to the targets and to review and adjust targets against identified progress.</p>

<p>Aboriginal background</p> <p>\$1,568.00</p>	<p>After evaluation, the next steps to support our students will be: The next steps related to the process supporting Personalised Learning Plans is to include an independent review by the Complex Case Team each semester. This review will allow the Complex Case Team to ensure that all internal and external support agencies available to support specific cases can be investigated by the team members and shared with the class teachers and Learning Support Team.</p>
<p>English language proficiency</p> <p>\$10,474.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hurstville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Flexible funding for English language proficiency has been utilised to provide time for additional planning between classroom teachers and EAL/D practitioners attached to each grade teaching team. This additional planning and evaluation time has been used to differentiate aspects of learning for students, based on EAL/D learning progressions data collected across each grade in the school. This additional planning has applied the professional learning delivered by the EAL/D team on the whole staff assessment of students against the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students will be: The next steps associated with flexible funding for English language proficiency will be used to fund a more structured micro planning focus that will examine how the whole school focus on vocabulary enrichment and contextual understanding are represented within co-teaching models within classrooms between the two practitioners.</p>
<p>Low level adjustment for disability</p> <p>\$95,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hurstville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Opportunities for learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Occupational Therapy Program - Early Intervention Strategy (4 days per week) • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention - Maqlit and MiniLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Hurstville Public School Occupational Therapy Program The 2022 HPS OT Program ran from the 1st February 2022 until the 15th December 2022 and was run by two independent Occupational Therapists. The aim of the program was to work directly with students and teachers in</p>

<p>Low level adjustment for disability</p> <p>\$95,000.00</p>	<p>order to upskill, model and teach a range of intervention strategies that could continue to be implemented in the classroom ongoing without direct OT support.</p> <p>The focus areas of the program for 2022:</p> <ul style="list-style-type: none"> • Letter Houses (letter formation) • Zones of Regulation (emotional regulation) • Gross Motor Program • Fine Motor Program • Individual Occupational Therapy assessment & screeners <p>The impact of this Occupational Therapy program includes:</p> <p>The development of a consistent letter formation program that incorporates foundational skill development when learning to form letters (e.g., mastering pre-writing lines and shapes). Letters of the alphabet were grouped to form different 'houses' based on their formation, so children could master the skill of that specific formation type before moving on to more complex motor patterns.</p> <p>Development of a gross motor program for kindergarten was developed in line with PDHPE syllabus, which all of kindergarten participated in once per week. The program focused on building the following fundamental movement skills.</p> <p>Implementation of a fine motor development program for kindergarten was developed to work on fundamental fine motor skills necessary for tasks such as cutting, tracing, manipulating a pencil, hand dominance, completing self-care tasks, letter formation, writing legibility and colouring in.</p> <p>18 specialised individual Occupational Therapy assessment & screener reports were completed between April 2022 - November 2022</p> <p>Two Year 3 classes participated in a short 1hr session each week for 4-weeks to introduce each of the Zones of Regulation to the classes.</p> <p>A 3 Hour workshop/Professional Learning session provided to 22 teachers/SLSOs around the concept of regulation, the nervous system and child friendly regulation tool - The Zones of Regulation and how to implement this in classrooms. From this professional learning the following information was collected from participants</p> <ul style="list-style-type: none"> o 100% of participants stated they would recommend the workshop/PL to their colleagues. o 62% of participants scored their understanding of regulation, and the Zones of regulation as either poor or fair prior to the workshop. o 100% of participants scored their understanding of regulation, and the Zones of regulation as either very good or excellent after having completed the workshop. o 70% of participants rated the workshop as excellent, 30% rated the workshop as very good. o 31% of participants stated they felt extremely confident in implementing the Zones of Regulation in their classrooms after completing the workshop, 62% stated they felt very confident, and 7% stated they felt confident. <p>After evaluation, the next steps to support our students will be:</p> <p>The Occupational Therapy Program will continue to operate for 4 days per week during 2023. In order to really focus on the principles of early intervention, a team of Speech Pathologists will also work within the school for the equivalent of 2.5 days per week. The speech pathologist will have a day when they are all on site together so they are able to collaborate and meet with the school's learning and support team to review the case load priorities for each intervention the allied health providers will undertake. Building and developing the capacity and understanding of staff members and members of the school community will be high priority focuses for both the Speech Pathology and Occupational Therapy teams during 2023.</p>
<p>Professional learning</p> <p>\$83,759.48</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hurstville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$83,759.48</p>	<ul style="list-style-type: none"> • Data informed practice and consistency in Literacy • Systematic and proactive approach to support learners • Learning Alliances • Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging academic partners to work with staff in the development of capacity in the leadership of the 4Cs • Professional learning in support of the implementation of evidence based Visible Learning • Course fees for curriculum, pedagogy or specialist professional learning offerings • Teacher relief to cover the cost of teachers attending professional learning in curriculum, pedagogy or specialised educational during school hours. <p>The allocation of this funding has resulted in the following impact: During 2022, members of staff undertook a wide range of professional learning opportunities that targeted curriculum, pedagogy, wellbeing as well as targeted and individualised support for students. A significant amount of professional learning for the year was dedicated to the further exploration of our work on the 4Cs (Collaboration, creativity, communication and critical reflection) and learning dispositions with our academic partners from 4C Transformative Learning. In addition to funding the engagement of the facilitators from our academic partners, professional learning funds also provided release for teachers and School Learning Support Officers' from their regular programs to engage in this learning and to then collaboratively plan for its implementation into classroom practice. Some professional learning funding in 2022 was allocated to Assistant Principals and Acting Assistant Principals could be released from their class teacher load for one day each fortnight to co-teach and plan with their respective team members to undertake a reflective practice style model of investigating explicit teaching practice in each classroom, with a focus on vocabulary development in literacy or numeracy, particularly with the lens on the impact of the Newman's Prompts.</p> <p>After evaluation, the next steps to support our students will be: The school will further utilise professional learning funds in 2023 to release staff members to work with the three Assistant Principal - Curriculum and Instructions who will help sharpen the school's focus on our identified literacy and numeracy targets and the implementation of the K-2 curriculum, with an emphasis on the explicit teaching of decodable texts and scaffolds for the development of richer vocabulary and supporting greater contextual understanding for our students and teachers.</p>
<p>QTSS release</p> <p>\$231,221.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hurstville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The Quality Teaching Strong Start funding has been used to fund a full time Assistant Principal - Curriculum & Instruction at the school. during 2022. This school funded position allowed for a sustained whole school focus on the identified school priorities - explicit teaching of vocabulary and contextual understanding, with a lens on Literacy and Numeracy. across all</p>

<p>QTSS release</p> <p>\$231,221.00</p>	<p>classes.. The Assistant Principal - Curriculum and Instruction collaborated and led the implementation of explicit practice in the use of Newman's prompts to scaffold the analysis of language based problems in Numeracy. At the same time, the implementation of formative assessment practices related to the Newman's implementation provided accessible data on how students were progressing with the different elements of the Newman's prompts..</p> <p>Formative assessment student data indicated that 85% of all students in the identified cohorts the Assistant Principal - Curriculum and Instruction had targeted showed significant improvement with their understanding of language based problems and their ability to solve them. This internal formative assessment was supported by 2022 Check in data which showed improvement in measurement and geometry strand, which is significantly language reliant content for students in Year 3, Year 4 and Year 5. Assistant Principals were provided with the equivalent of one day per fortnight release from their teaching load to co-teach with their team members and focus on the explicit practice implemented in support of the Newman's prompts.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The Assistant Principal Curriculum and Instruction position funded during 2022 will be expanded in 2023 to three positions - 1.4 positions will be funded through school entitlement funding and the remaining 1.6 will be school funded throughout the year. Having three people working collaboratively within the Assistant Principal - Curriculum & Instruction role with the school's senior leadership will provide a strategic delivery of explicit teaching practice in Literacy and Numeracy based on the school's priorities at that time..</p>
<p>Literacy and numeracy intervention</p> <p>\$120,667.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hurstville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>The Literacy and Numeracy intervention funding has been utilised to fund a temporary Acting Assistant Principal - Learning and Support position during 2022 and provide additional days per week of Literacy and numeracy intervention and strategic delivery of Literacy and Numeracy targeted evidence based literacy and numeracy support groups across all grades.. The Acting Assistant Principal - Learning and Support provides the oversight for the human resource planning for all of the school learning support officers and where they are utilised across the school and collaborates with team leaders on the formation of support groups in each grade for Literacy and Numeracy support. The Acting Assistant Principal - Learning and Support position is also responsible for the ongoing professional learning for all of the school learning support officers in evidence based practices in literacy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The next steps for this funding will be the allocation of a second school funded Assistant Principal - Learning and Support to broaden the strategic reach of the Learning and Support team. This will mean a higher level of oversight across each cohort of students and improved levels of connection with the monitoring of cases through the Complex Case structure. This additional position will also allow for further streamlining of Learning and</p>

<p>Literacy and numeracy intervention</p> <p>\$120,667.00</p>	<p>Support communication protocols at the school to ensure key information is communicated in a timely manner and the privacy and confidentiality of sensitive information is maintained.</p>
<p>COVID ILSP</p> <p>\$63,000.00</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 2022.</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"> • Tuition cycle 10 -20 weeks. Student/group information in PLAN 2. • Implement Intensive small group tuition program in Literacy. <p>Learning intention - To increase reading levels in line with Stage expectations. Identified students using Running records, pre phonics tests, anecdotal records and observations.</p> <ul style="list-style-type: none"> • 1. Kindergarten - (2 groups of 4, 1 group of 5) received intensive reading support f30 mins per day, 3 times per week • 2. Year 1 9 groups (1 group of 2, 1 group of 3, 6 groups of 4, 1 group of 5) received intensive reading support. Intensive Reading Sessions, 30 minutes per day, 3 times a week. <p>Ongoing monitoring and tracking of student progress using PLAN2, Running records checked and recorded every 5 weeks, daily anecdotal records and observations.</p> <p>CILSP Teacher access PL, including:</p> <ul style="list-style-type: none"> • Weekly participation with COVID ILSP MS Teams • COVID ILSP modules, Ignite series, Essential series. Catch up coffee meetings each Wednesday morning 8:15-8:45am <p>The allocation of this funding has resulted in the following impact:</p> <p>Analysis of data showed that the small group tuition has been implemented well in Literacy for both Year 1 and Kindergarten. AN analysis of anecdotal records and running records indicates that in Kindergarten, over 90% of students showed good improvement and were working towards achieving end of year reading levels in line with grade expectations. In Year 1, over 80% of students showed good improvement and were working towards or had achieved reading levels in line with stage expectations. A small percentage of Year 1 students required additional support and began Minilit after their tuition cycle was completed.</p> <p>As a result of consistent, targeted intervention students and teachers are reporting an improvement in confidence and a 'spillover' of confidence and engagement in classroom literacy activities. 67% of teachers recorded great improvement in student literacy outcomes. 33% of teachers recorded good improvement. 100% of teachers rated the COVID ILSP for students in their class as a very successful program.</p> <p>Analysis of PL shows staff have found the COVID ILSP modules excellent in developing understanding of PLAN2, and skills to develop an understanding of delivering effective Intensive reading sessions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The next steps of the COVID ISP program are to streamline the identification, review and subsequent communication of the program interventions and progress targets to class teachers and families to ensure that the formative progress being achieved by students is acknowledged and guides the ongoing review and evaluation of the program. The COVID ISP coordinator will also be undertaking further professional learning at the beginning of 2023 in order to further equip herself to tailor the program to support the complex needs of all learners involved.</p>
<p>Literacy and numeracy</p> <p>\$54,585.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hurstville Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$54,585.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: The Literacy and Numeracy funding for 2022 has been utilised to fund a temporary Acting Assistant Principal - Learning and Support position during 2022 and provide additional days per week of Literacy and numeracy intervention and strategic delivery of Literacy and Numeracy targeted evidence based literacy and numeracy support groups across all grades.. The Acting Assistant Principal - Learning and Support provides the oversight for the human resource planning for all of the school learning support officers and where they are utilised across the school and collaborates with team leaders on the formation of support groups in each grade for Literacy and Numeracy support. The Acting Assistant Principal - Learning and Support position is also responsible for the ongoing professional learning for all of the school learning support officers in evidence based practices in literacy.</p> <p>Additional Support in Literacy Students identified through regular literacy data collection and analysis from Kindergarten - Year 6 participated in the Mini Lit and Macq Lit programs during 2022. Students involved in these evidence based programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. 73% of students participating in these program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than 7 levels of the programs)</p> <p>After evaluation, the next steps to support our students will be: The next steps for this funding will be the allocation of a second school funded Assistant Principal - Learning and Support to broaden the strategic reach of the Learning and Support team. This will mean a higher level of oversight across each cohort of students and improved levels of connection with the monitoring of cases through the Complex Case structure. This additional position will also allow for further streamlining of Learning and Support communication protocols at the school to ensure key information is communicated in a timely manner and the privacy and confidentiality of sensitive information is maintained.</p>
<p>Per capita</p> <p>\$150,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hurstville Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice and consistency in Literacy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staff employed to provide support for students identified through data analysis with evidence based literacy and numeracy interventions. • Additional staff employed to lead the development of Learning and Support systems across the school. <p>The allocation of this funding has resulted in the following impact: Additional Support in Literacy Students identified through regular literacy data collection and analysis from Kindergarten - Year 6 participated in the Mini Lit and Macq Lit programs during 2022. Students involved in these evidence based programs</p>

<p>Per capita</p> <p>\$150,000.00</p>	<p>demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. 73% of students participating in these program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than 7 levels of the programs). At the conclusion of 2022, additional Learning and Support teaching staff members and School Learning Support Officers were successfully trained in the delivery of MacqLit so a broader, evidence based literacy support model could continue to be deployed across the school in 2023 that will engage a larger number of students with additional literacy needs from grades across the school.</p> <p>After evaluation, the next steps to support our students will be: To continue the expansion of evidence based targeted literacy support programs at the school, during 2023 the school's Community Engagement Team will work with each of the teaching teams to pilot a regular volunteering program across the school and local community. Interested volunteers will receive ongoing training in specific literacy support and cuing skills during Term 1 2023 and will begin supporting students with literacy needs in classrooms. As the program evolves, we will begin training the volunteers in the Macq Lit and Mini Lit programs and begin utilising their growing expertise to operate additional literacy support groups across the school based on Macq Lit and Mini Lit. We will also be further implementing Initial Lit program during 2023</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	642	633	621	600
Girls	592	589	547	550

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	93.8	95.6	92.7
1	92.8	93.0	95.5	87.9
2	94.5	91.5	96.6	92.3
3	93.7	89.6	96.0	91.9
4	94.8	91.6	96.4	91.5
5	95.4	92.0	96.3	92.6
6	92.6	91.4	94.8	87.9
All Years	94.1	91.7	95.9	90.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	45.04
Literacy and Numeracy Intervent	1.05
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.6
Teacher ESL	6
School Counsellor	2
School Administration and Support Staff	10.47
Other Positions	5.8

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	562,166
Revenue	12,171,294
Appropriation	11,500,282
Sale of Goods and Services	31,755
Grants and contributions	628,490
Investment income	10,668
Other revenue	100
Expenses	-12,626,474
Employee related	-11,094,706
Operating expenses	-1,531,768
Surplus / deficit for the year	-455,180
Closing Balance	106,986

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.

	2022 SBAR Adjustments (\$)
Targeted Total	228,159
Equity Total	1,011,411
Equity - Aboriginal	1,568
Equity - Socio-economic	53,065
Equity - Language	700,000
Equity - Disability	256,778
Base Total	8,348,675
Base - Per Capita	302,953
Base - Location	0
Base - Other	8,045,722
Other Total	1,644,477
Grand Total	11,232,722

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

The **Tell Them From Me** survey was completed by students in Years 4, 5 and 6.

472 students completed the Tell Them From Me Survey in Semester 1 of 2022.

488 students completed the Tell Them From Me Survey in Semester 2 of 2022.

Responses included percentages and a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement.

Student responses for **2022** indicated:

- **64%** of students had a **Positive Sense of Belonging** and felt accepted and valued by their peers and by others at their school. This was less than the NSW Government Norm of 81%. The school result has increased from 62% in 2021.
- **91%** of students had **Positive Behaviour at School** where they did not get in trouble at school for disruptive or inappropriate behaviour. This was higher than the NSW Government Norm of 83%. The school result has remained the same since 2021.
- **26%** of students felt challenged in English and Mathematics classes and felt confident of their skills in these subjects. This placed them in the desirable quadrant with **High Skills and High Challenge**. The NSW Government Norm for this category was 53%. The school result has decreased from 31% in 2021.
- **7.1** was the school mean for **Advocacy at School** where students felt they had someone at school who consistently provided encouragement and could be turned to for advice. The NSW Government Norm was 7.7. The school result has decreased from 7.3 in 2021.
- **7.1** was the school mean for **Explicit Teaching Practices and Feedback** where teachers set clear goals for learning, established expectations, checked for understanding and provided feedback. The NSW Government Norm was 7.5. The school result has remained the same since 2021.
- **59%** of students participated in **Extracurricular Activities** including art, drama, or music groups; extracurricular school activities; or a school committee. The NSW Government Norm was 55%. The school result has increased from 50% in 2021.

52 teachers completed the Tell Them From Me survey in 2022, focusing on the Eight Drivers of Student Learning and represented by a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement.

Teacher responses for 2022 indicated:

- **8.2** was the school mean for **Leadership** where teachers worked with school leaders to create a safe and orderly school environment. The overall school mean for Leadership was **7.3**. The NSW Government Norm was lower at 7.1. The overall school result has decreased from 7.4 in 2021.
- **8.5** was the school mean for **Collaboration** where teachers talked with other teachers about strategies that increased student engagement. The overall school mean for Collaboration was **7.9**. The NSW Government Norm was lower at 7.8. The overall school result has remained the same since 2021.
- **8.7** was the school mean for **Learning Culture** where teachers set high expectations for student learning. The overall school mean for Learning Culture was **7.9**. The NSW Government Norm was higher at 8.0. The overall school result has decreased from 8.0 in 2021.
- **8.3** was the school mean for **Data Informs Practice** where assessments helped teachers understand where students were having difficulties. The overall school mean for Data Informs Practice was **7.7**. The NSW Government Norm was higher at 7.8. The overall school result has remained the same since 2021.
- **8.6** was the school mean for **Teaching Strategies** where teachers presented a new concept and tried to link it to previously mastered skills and knowledge. The overall school mean for Teaching Strategies was **8.0**. The NSW Government Norm was lower at 7.9. The overall school result has decreased from 8.2 in 2021.
- **7.4** was the school mean for **Technology** where teachers helped students to use computers or other interactive technology to undertake research. The overall school result was **6.6**. The NSW Government Norm was higher at 6.7. The overall school result has decreased from 6.9 in 2021.
- **8.6** was the school mean for an **Inclusive School** where teachers strived to understand the learning needs of students with special learning needs. The overall school result for an Inclusive School was **8.4**. The NSW Government Norm was lower at 8.2. The overall school result has remained the same since 2021.
- **7.8** was the school mean for **Parent Involvement** where teachers worked with parents to help solve problems interfering with their child's progress. The overall school mean for Parent Involvement was **7.1**. The NSW Government Norm was lower at 6.8. The overall school result has remained the same since 2021.

66 parents completed the Tell Them From Me survey in 2022, focusing on partners in learning and represented by a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement.

Parent responses for 2022 indicated:

- **8.2** was the school mean for **Parents Feel Welcome** where parents felt well informed about school activities. The overall school mean for Parents Feel Welcome was **7.6**. The NSW Government Norm was lower at 7.4. The

overall school result has increased from 7.1 in 2021.

- **7.7** was the school mean for **Parents Are Informed** where parents indicated that reports on their child's progress were written in terms they understood. The overall school mean for Parents Are Informed was **6.8**. The NSW Government Norm was lower at 6.6. The overall school result has increased from 6.4 in 2021.
- **6.6** was the school mean for **Parents Support Learning at Home** where parents believed their child was encouraged to do well at school. The overall school mean for Parents Support Learning at Home was **5.6**. The NSW Government Norm was higher at 6.3. The overall school result has decreased from 5.9 in 2021.
- **7.5** was the school mean for **School Supports Learning** where parents indicated that teachers expected their child to work hard. The overall school mean for School Supports Learning was **7.0**. The NSW Government Norm was higher at 7.3. The overall school result has increased from 6.8 in 2021.
- **8.3** was the school mean for **School Supports Positive Behaviour** where parents felt that their child was clear about the rules for school behaviour. The overall school mean for School Supports Positive Behaviour was **7.3**. The NSW Government Norm was higher at 7.7. The overall school result has increased from 6.8 in 2021.
- **8.4** was the school mean for **Safety at School** where parents indicated that their child felt safe at school. The overall school mean for **Safety at School** was 7.6. The NSW Government Norm was lower at 7.4. The overall school result has increased from 7.2 in 2021.
- **7.4** was the school mean for an **Inclusive School** where school staff took an active role in making sure all students were included in school activities. The overall school mean for an Inclusive School was **7.2**. The NSW Government Norm was lower at 6.7. The overall school result has increased from 6.9 in 2021.

In 2022, Hurstville Public School worked with **National School Improvement Partnership** to provide an additional survey to analyse, to monitor improvement efforts and to bring about positive change. The school community completed the following surveys in 2022:

1. What's Happening in this School (WHITS) captures **student** perceptions of HPS school-level climate. It also collects data on important protective factors such as student resilience, wellbeing, and moral identity, as well as on key risk factors such as bullying and disruptive behaviour. Three surveys were administered - Early Childhood (Grades K,1 &2), Middle Primary (3&4) and Upper Primary (5&6).

2. The School Organisational Climate Survey (SOCS) captures **staff** perceptions of their schools' organisational climate, such as job satisfaction, occupational stress, morale and commitment to the organisation. Two surveys were administered - Teachers and Staff (non-teaching).

3. The Parent and Caregiver Survey (PaCS) captures **parent and caregiver** perceptions of key aspects of the school climate and also gathers information about how parents and caregivers feel the school treats and interacts with them, such as the ease of communication and whether parents and caregivers feel included and valued within the school community. Two surveys were administered - English and Chinese Simplified.

The results below provide additional data to support and/ or challenge the TTFM data.

Data is on a scale from 1 to 5 with 5 being preferred.

877 students (369 K-2 students, 216 3-4 students, 292 5-6 students) completed the surveys and responses in 2022 indicated:

The following **strengths** were identified across the three surveys:

- **4.37** was the school mean for **Rule Clarity**
- **4.33** was the school mean for **Challenge**

Further areas of **strength** identified included:

- **4.25** was the school mean for Early Childhood and Middle Primary students for **Moral Identity**
- **4.37** was the school mean for Early Childhood students for **Teacher Support**
- **4.45** was the school mean for Early Childhood students for **Reporting and Seeking Help**
- **1.17** was the school mean for Upper Primary students for **Risky Behaviour**

Recommendations for areas of potential focus included:

- **3.74** was the school mean for **Peer Connectedness** - Assesses the extent to which students feel that they have formed positive relationships with students.
- **3.54** was the school mean for Middle and Upper Primary students for **Reporting and Seeking Help** - Assesses the extent to which students are aware of procedures to, and are confident that they can, report incidents.
- **3.67** was the school mean for Upper Primary students for **Affirming Diversity** - Assesses the extent to which students with differing cultural backgrounds and experiences are acknowledged and valued.

57 staff (36 teachers & 21 support staff) completed the survey and responses in 2022 indicated:

The following **strengths** were identified across the two surveys:

- **4.22** was the school mean for **School Mission**
- **4.24** was the school mean for **Job Satisfaction**

- **4.36** was the school mean for **Teacher/Job Efficacy**
- **4.63** was the school mean for **Equity and Diversity**

Recommendations for areas of potential focus included:

- **2.84** was the school mean for **Participation in Decision Making** - Assesses the extent to which leadership involve school staff when making decisions.
- **3.69** was the school mean for **Encouraging Improvement of Practice** - Assesses the extent to which school staff are encouraged to improve, evaluate and refine their practice.
- **3.70** was the school mean for **Staff Psychological Safety** - Assesses the extent to which school staff feel that the school provides a psychologically safe working environment.

381 parents and caregivers (314 English & 67 Chinese Simplified) completed the survey and responses in 2022 indicated:

- **4.13** was the school mean for **Staff Support**
- **4.42** was the school mean for **Welcoming School**
- **4.35** was the school mean for **Affirming Diversity**
- **4.23** was the school mean for **Communication**

Recommendations for areas of potential focus included:

- **3.76** was the school mean for **Dealing with Student Behaviour** - Assesses the extent to which parents and caregivers felt that the school makes the expectations for behaviour clear and promotes a safe environment.
- **3.80** was the school mean for **Assessment and Feedback** - Assesses the extent to which parents and caregivers are aware of their child's progress and how the work is being judged.

In 2022, the school collaborated with **Safeguarding Kids Together** to capture additional student voice so that our data could be triangulated.

114 students participated in focus groups and the responses indicated the following:

- The following themes emerged as some of the things students considered to be important at school: Connections / Happy Environment / Sport / Teachers / Engaging Lessons
- Teachers are perceived as friendly and supportive
- Students found the playground improved their social connections during break times
- Students reported that physical activity supported their fundamental movement, skill development, socialisation, problem solving skills and overall health
- Students reported that tell Them From Me Surveys, Surveys, the PBL Letterbox, the SRC Suggestion Box and the SRC supported them to have their say
- Students reported liking the following wellbeing programs - Sport, PSSA, Dance, Band, the Buddy Program, the Wellbeing Room, Yoga, Mindfulness and Peaceful Kids, Scripture and Community Language
- Students reported the following things helped them to feel safe - Staff Supervision, Supportive Staff, Gates, Cameras, Rules, Boundaries, Consequences, Sickbay and First Aid
- Students reported the following areas made them feel unsafe - the toilets, carparks and hallways
- Students reported the following things the school could do better - revise reward and behaviour management system, improve the playground and toilets, and provide cheaper prices at the canteen.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

