

# 2022 Annual Report

Hurstville South Public School



**Hurstville  
South**  
Public School

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## Introduction

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

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

### School contact details

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Hurstville South Public School

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## School vision

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

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

## School context

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

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

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

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Differentiation
- Assessment

### Resources allocated to this strategic direction

**English language proficiency:** \$229,842.00  
**Low level adjustment for disability:** \$131,937.00  
**Literacy and numeracy intervention:** \$60,334.00  
**Integration funding support:** \$52,366.00  
**Refugee Student Support:** \$305.00

### Summary of progress

In 2022, students returned to onsite learning for the full year.

Individual student strengths and areas of growth in writing continued to be identified through the consistent implementation of the writing process, traffic light and moderating sessions and PLAN2 data. Students in years 3-6 were assessed using newly developed reading rubrics connected to the Literacy Progressions whilst students across K-6 were assessed against the progressions using school developed Hurstville South Public School monitoring sheets. This information was used by teachers to support differentiation through ongoing grouping of students of like need and development in reading and writing. Guided writing groups were consistently used across the school which ensured differentiation of student learning and intervention occurred when required.

Student assessments (updated oral reading rubrics, monitoring sheets, phonics screener, Interview for Student Reasoning (IfSR), phonological awareness, writing moderating sessions) provided opportunities for teaching and learning experiences and programming to be responsive to student needs. Using these school based assessments and teacher observations, the COVID Intensive Student Learning Support Program (CILSP) and school based interventionists identified students who would benefit from small group tuition most impacted by the pandemic. Through regular intervention sessions, students worked towards achieving their individual learning goals in English.

In preparation for NSW Curriculum Reform in 2023, students have engaged in adapted learning experiences connected to the new K-2 Mathematics and English syllabus documents using department provided resources, inclusive of the teaching and learning units.

Next year, student learning opportunities will be informed and planned based on the new syllabus documents and curriculum reform for K-2 with the trialing of new resources for 3-6. To support individualised personalised learning, teachers will guide the development of individual student learning goals in English and mathematics. Students will be supported to learn how to reflect on feedback to monitor and self assess progress towards their learning goals.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of students achieving expected growth in NAPLAN Numeracy from 2020 results.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift of 5.1% of students achieving top 2 bands in NAPLAN Numeracy.	• 2022 NAPLAN data indicates 55.10% of students are in the top two skill bands for numeracy indicating the school did not achieve the system

Uplift of 5.1% of students achieving top 2 bands in NAPLAN Numeracy.	negotiated target.
Increased percentage of students achieving expected growth in NAPLAN Reading from 2020 results.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
Uplift of 1% of students achieving top 2 bands in NAPLAN Reading.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 54.42% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.</li> </ul>
Increased percentage of students achieving stage appropriate benchmarks compared to 2021 baseline data.	<ul style="list-style-type: none"> <li>• Due to the interruption of student learning in 2021, reliable and relevant data sources are not available to make statistical and valid comparisons. Tracking, monitoring, evaluating and comparing consistent student data will be a focus in 2023 using baseline data collated in 2022.</li> </ul>
Increased percentage of students achieving stage appropriate benchmarks compared to 2021 baseline data.	<ul style="list-style-type: none"> <li>• Due to the interruption of student learning in 2021, reliable and relevant data sources are not available to make statistical and valid comparisons. Tracking, monitoring, evaluating and comparing consistent student data will be a focus in 2023 using baseline data collated in 2022.</li> </ul>

## Strategic Direction 2: Quality Teaching

### Purpose

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

### Initiatives

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

- Reflective Practice
- Quality Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$21,110.00

**Aboriginal background:** \$3,500.00

**English language proficiency:** \$50,461.00

**Low level adjustment for disability:** \$10,408.00

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

**QTSS release:** \$92,959.00

**Professional learning:** \$7,826.00

### Summary of progress

Due to remote learning in 2021; 2022 was the first time some of these initiatives were implemented.

Throughout 2022, staff have continued to develop their capacity to implement formative and summative assessment practices and use data to effectively differentiate and support student learning at point of need. As a school, we have expanded, streamlined and developed our data collection processes to ensure more reliable and consistent practices are being used by all teachers. Teachers are regularly collecting data from multiple sources (writing monitoring sheets, reading monitoring sheets, reading rubrics, PLAN2, phonics screener, phonics diagnostic assessment, Interview for Student Reasoning) and using this to regularly plan responsively in 4-5 weekly cycles. This data is also being used in regular, scheduled data conversations with Instructional Leaders to identify student strengths and problems of practice. Teachers have given positive feedback on data conversations and how they are effective in identifying individual and whole class areas of focus. As teachers have continued to engage in this process, Instructional Leaders have observed higher teacher engagement, a deeper level of understanding and teachers responding effectively to student needs identified through data analysis. Teachers are increasingly attending scheduled data conversations with varying data sources and pre-identified students and areas of focus to discuss. All staff continue to engage in collaborative writing moderating sessions which has helped to develop consistent teacher judgement and identify areas of need or concern across year and stage groups. To increase the consistency across stages, teachers have commenced joint moderating sessions which has helped guide teacher judgement and the identification of writing behaviours in different stage groups.

As a Self-Selector school for the implementation of NSW Curriculum Reform, teachers in K-2 have engaged in high quality professional learning and Collective Efficacy Groups (CEGs) lead by an Instructional Leader to develop an understanding of the new K-2 English and mathematics syllabuses. Utilising, NSW Department of Education (DoE) curriculum reform resources, teachers had opportunities to unpack the syllabus aim, rational, evidence base and outcomes. Using this developing understanding, teachers worked collaboratively to create units of work by modifying and adapting NSW DoE resources to reflect our local setting and student needs.

Instructional Leaders worked collaboratively with staff throughout the year to develop teacher capacity through in class support and ongoing professional learning (CEGs). Support was provided based on teacher need with a focus on beginning teachers, helping them to establish an understanding of effective classroom practice, behaviour management and progressing from provisional to proficient. Instructional Leaders continued to support teachers with consistent implementation of effective writing practices but also moved to support teachers develop their capacity in reading and mathematics.

Furthermore, a wider scope of focus will be taken next year to support the development of teacher capacity in mathematics and reading to assist in achieving system negotiated targets. Of particular focus, will be consistent, effective and meaningful feedback to support student goal setting and achievement. NSW Curriculum Reform will be a school wide focus as a result of the mandatory implementation of the K-2 English and mathematics syllabuses and the release of the new 3-10 syllabuses. Additionally, purposeful and structured lesson observations will be implemented to support reflective practices and quality learning.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of teachers improving reflective practice compared to 2021 baseline data.	Baseline data from 2021 (65%) indicates an increase of 16% in 2022 (81%) of staff using reflective practices to improve their teaching.
Increased percentage of teachers improving quality teaching practices compared to 2021 baseline data.	Baseline data from 2021 (45%) indicates an increase of 27% in 2022 (72%) of staff using quality teaching to improve the effectiveness of their practice.



### Strategic Direction 3: Interconnected Communities

#### Purpose

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

#### Initiatives

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

- Collaboration
- Supported Learning Communities

#### Resources allocated to this strategic direction

**QTSS release:** \$10,125.00

**Professional learning:** \$28,711.00

**Socio-economic background:** \$11,247.00

**Aboriginal background:** \$4,211.00

#### Summary of progress

Hurstville South Public School (HSPS) has made progress in Contemporary Learning within our school by working collaboratively with *Transforming Schools*. A continued focus on the Learning Disposition Wheel and Coherence Makers has been evidenced through consultation in the planning phase of Stage-based transdisciplinary units. Students are actively engaged in units of work with authentic experiential learning and assessment and this is key in developing greater student agency.

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

HSPS is committed to *Improving Wellbeing* as an important School Excellence Framework (SEF) element. The three major focus areas for 2022 have been Positive Behaviour for Learning (PBL), building students' positive sense of belonging and building the HSPS community positive sense of belonging. Regular PBL meetings were held, and focus areas of whole school settings were identified to explicitly teach students the behavioural expectations of being respectful, responsible and engaged. HSPS has successfully launched the school mascot, Warrel and developed lessons to support classroom settings in our revised behavioural expectations matrix. The PBL focus is aligned with building students' positive sense of belonging. Student programs such as Harmony Hub and Peer Support have been re-introduced, and HSPS will continue to strengthen student-centred wellbeing initiatives. In 2022 HSPS have selected and trained an Implementation Coach for the "Anxiety Project" initiative that will be delivered across the school in 2023. This program involves professional learning for the whole school teaching staff. The focus on wellbeing has been expanded to include all community stakeholders. Increased participation in school based events has been welcomed by parents and carers. Executive and staff have completed e-learning on "Understanding Workplace Mental Health and Wellbeing" and this professional learning has assisted in establishing a shared wellbeing focus, and metalanguage. Staff wellbeing will be a continued focus within SD3 in 2023.

Attendance is regularly monitored by classroom teachers, Learning and Support teachers and school executive at HSPS. Contact with families via phone calls, Sentral messaging and meetings are all modes of communication used to monitor and track attendance. Annual professional learning was delivered in 2022 to all staff to ensure attendance and roll marking procedures are accurate and meet policy requirements.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of students achieving wellbeing targets.	<ul style="list-style-type: none"> <li>• 77.13% of students are achieving wellbeing targets in the areas of expectations for success, Advocacy and sense of belonging. This is a decrease when compared to the results reported in our 2021 Annual Report. This result remains above state average but below our target for 2022. We need to continue to work with our students to improve wellbeing in the areas of expectations for success, advocacy and sense of belonging at school.</li> </ul>
Uplift of 4.8% students attending school greater than 90% of the time.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 23.55% from 2021 to 2022. This is due to the easing of restrictions around families travelling and COVID.</li> </ul>
Increased percentage of teachers demonstrating quality inquiry and contemporary learning practices in planning and teaching compared to 2021 baseline data.	<p>Using the Contemporary Learning Rubric there has been significant growth recorded across all stages from 2021 to 2022. Data has shown an improvement in demonstrating quality inquiry and contemporary learning practices in planning and teaching and learning programs. The results are indicative of the progressive growth through the following categories of the HSPS Contemporary Learning rubric: working towards, delivering, sustaining and growing and excelling. This has been evidenced by the following data:</p> <ul style="list-style-type: none"> <li>• 8% increase achieved in <b>Early Stage 1</b> (Due to higher baseline data, there was not as much growth in Early Stage 1)</li> <li>• 37% increase achieved in <b>Stage 1</b></li> <li>• 20% increase achieved in <b>Stage 2</b></li> <li>• 25% increase achieved in <b>Stage 3</b></li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$305.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified student engaged successfully in teaching and learning experiences through the support of a SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide ongoing support for identified student when required.</p>
<p>Integration funding support</p> <p>\$52,366.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hurstville South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students were provided with regular, timetabled Student Learning Support Officer (SLSO) support to focus on individual learning goals. This resulted in students being able to participate in learning opportunities with their peers and access differentiated teaching and learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased focus on the use of Personalised Learning and Support plans to set meaningful, achievable and data driven goals to support students learning.</p>
<p>Socio-economic background</p> <p>\$32,357.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hurstville South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support student social and academic needs</li> <li>• employment of external providers to support students with additional learning needs</li> </ul>

<p>Socio-economic background</p> <p>\$32,357.00</p>	<ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional staffing to implement Instructional Leadership to support identified students with additional needs</li> <li>• professional development of staff through Instructional Leadership to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Year 3 NAPLAN Reading was above both state and SSSG. Year 5 NAPLAN Reading was above state.  Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)  Year 3 NAPLAN writing scores continue to be above both state and SSSG. Year 5 NAPLAN Writing continued to be above state.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to engage the literacy and numeracy instructional leader to support our trajectory towards achieving targets and enhance teacher understanding of NSW curriculum reforms.</p>
<p>Aboriginal background</p> <p>\$7,711.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hurstville South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Community Liaison Officer to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The allocation of this funding has resulted in authentic and meaningful conversations about embedding indigenous perspectives, the design of a new Acknowledgement of Country developed in consultation with the school community and Aboriginal Community Liaison Officer and co-developed Personalised Learning Pathways with parents, teachers and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued community engagement to support effective implementation of Personalised Learning Pathways for all Aboriginal students and further professional development on the effective and authentic implementation of Aboriginal perspectives into class teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$280,303.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hurstville South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Reflective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader and additional staff to support delivery of targeted initiatives</li> </ul>

<p>English language proficiency</p> <p>\$280,303.00</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. All stages work alongside the EAL/D teacher aligned to their stage or grade to co-develop programs for the writing cycle and co-teach writing in classrooms. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Writing data will continue to be analysed and moderated regularly. Reading data will be expanded across all sub elements to provide opportunities for teachers to differentiate effectively for all EAL/D students in reading.</p>
<p>Low level adjustment for disability</p> <p>\$142,345.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hurstville South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Reflective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of Instructional Leader to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engaging Instructional Leader to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. Employment of additional staff supported teachers to differentiate the curriculum and develop resources resulting in improvement for students with additional learning needs. Development of a needs-based learning and support program in which COVID ILSP collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. The allocation of this funding has resulted in an increase of students achieving expected levels of attainment using school developed assessments. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will increase the Learning &amp; Support teacher allocation for both in class and withdrawal support.</p>

<p>Professional learning</p> <p>\$36,537.00</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 South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging Instructional Leader to unpack evidence-based approaches to teaching literacy inclusive of reading, writing and speaking and listening</li> <li>• conducting termly Collective Efficacy Groups stage based to provide ongoing professional learning to all teachers to explore the K-2 curriculum syllabuses</li> <li>• engaging in on-going writing moderating sessions to deepen understanding of Literacy Learning Progressions and develop consistency of teacher judgement through collaboration</li> <li>• teachers collaborating across teams to share curriculum knowledge, data, feedback and evidence-based teaching programs</li> <li>• Instructional Leaders engaging with staff to develop lead quality data conversations</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of teachers' knowledge of the K-2 English and mathematics syllabuses along with the departmental supporting curriculum documents. Increased teacher confidence in interpreting student data and planning responsively to student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To collaboratively develop teaching and learning experiences based on student needs using the K-2 English and mathematics syllabuses. To engage in developing a knowledge and understanding of the 3-6 English and mathematics syllabuses and plan responsively and collaboratively. Instructional Leaders to provide ongoing personalised and targeted professional learning .</p>
<p>Literacy and numeracy</p> <p>\$21,705.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hurstville South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increased capacity of teachers to deliver evidence-based approaches to the writing, reading and numeracy outcomes using NSW DoE sample curriculum reform units and adapting teaching experiences to the learning needs of students. 100% of K-2 staff gained knowledge and understanding of the K-2 English and mathematics syllabuses as a result of the curriculum reform trial.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue Professional learning with a focus on curriculum reform to deepen understanding of English and Mathematics syllabuses. Develop resources aligned to the new syllabus documents and utilise the Department of Education's curriculum reform supporting resources.</p>



<p>QTSS release</p> <p>\$103,084.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hurstville South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• engagement of Instructional Leaders to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice in reading and writing. Explicit teaching is embedded into the practice of teachers across English and mathematics teaching. A school wide consistent approach to teaching the writing process is evident. Improved quality of planning collaboratively across teams for literacy using evidence based approaches.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the model of Instructional Leadership to provide ongoing professional learning and support staff in the planning and implementation of evidence based practices across English and mathematics. Instructional Leaders to collaborate with Assistant Principals to further unpack the Numeracy Progressions and the mathematics syllabus and continue to develop evidence based teaching practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,334.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hurstville South Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted literacy programs for identified students performing below the expected level for their stage. Student progress with intervention groups is monitored through on-going formative assessment, with students exiting the program when they achieve appropriate benchmarks and data informing new students who enter the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement of additional teaching staff to extend intensive small group reading, writing and numeracy intervention programs.</p>
<p>COVID ILSP</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</p>

<p>\$89,795.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• providing intensive small group tuition for identified students who were identified as 'at risk' of not achieving stage appropriate benchmarks</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	295	280	293	282
Girls	251	250	247	256

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	87.2	94.7	91.5
1	93.6	90.7	93.3	91.2
2	93.6	92.6	95.6	88.3
3	93.6	92.3	96.2	93.0
4	94.1	91.8	94.9	93.0
5	93.5	90.4	95.2	91.4
6	95.6	89.0	94.9	86.2
All Years	94.0	90.7	95.0	90.8
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.68
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	3.96
Other Positions	2

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	437,668
<b>Revenue</b>	5,781,488
Appropriation	5,446,067
Sale of Goods and Services	21,359
Grants and contributions	307,932
Investment income	5,731
Other revenue	400
<b>Expenses</b>	-5,718,130
Employee related	-4,981,907
Operating expenses	-736,223
<b>Surplus / deficit for the year</b>	63,358
<b>Closing Balance</b>	501,026

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	52,671
<b>Equity Total</b>	462,716
Equity - Aboriginal	7,711
Equity - Socio-economic	32,357
Equity - Language	280,303
Equity - Disability	142,345
<b>Base Total</b>	3,958,256
Base - Per Capita	136,447
Base - Location	0
Base - Other	3,821,809
<b>Other Total</b>	563,936
<b>Grand Total</b>	5,037,579

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## Student Satisfaction Survey

212 students in Years 4, 5 and 6 completed the Tell Them From Me survey between 24th May and 2nd June 2022.. The student survey asked questions about student engagement across the areas of socialisation, school setting and intellect. The survey results provided the following information:

- 63% of students reported that they had positive relationships with their peers, indicating they feel accepted and valued by their peers and by others at their school.
- The percentage of students (71%) that set challenging goals for themselves in their schoolwork and aim to do their best is slightly lower than the NSW Govt Norm.
- Student perseverance levels which demonstrate the extent to which students can pursue their goals to completion, even when faced with obstacles were slightly below NSW Govt Norms, with 36% of students demonstrating high perseverance levels and 55% demonstrating responses that reflect a medium level of perseverance.
- The school-level factor (out of 10) that students rated most highly were expectations for success (8.7) at Hurstville South Public School.
- A decrease was observed in the domain of students who were victims of bullying (including bullying over the internet). A school wide focus on the implementation of Positive Behaviour for Learning in classroom and non-classroom settings, and revised application of cyber safety has helped to improve this area of student welfare.
- Similarly, some 87% of students reported that they had positive behaviour at school and this exceeds NSW Govt Norms.

## Parent Satisfaction Survey

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

- Parents rated school safety, feeling welcome at the school, school safety and inclusive school practices. These were rated at a similar level when compared to the average rating of other parents in NSW Government schools.
- Parents rated the school support of positive behaviour lower than other NSW Government schools. This is an area we will continue to focus on in 2023 through the continued roll out of Student Wellbeing initiatives including consistent expectations in classroom settings and the implementation of the 2021-2024 Strategic Improvement Plan.
- A decline in ratings was observed when compared to 2021 where parents indicated they felt informed about their child's social and emotional development and felt informed of student learning progress. However, the average school mean for Two-Way communication with parents was comparable to NSW Govt norms. These lower ratings could be attributed to the limited community events at the start of 2021 and the reduced opportunities for parent meetings. In line with the 2021-2024 Strategic Improvement Plan, increased focus will be applied to developing interconnected communities where the school aims to build a connected and supportive learning culture by developing positive relationships through effective collaboration across the community. This includes the addition of a second opportunity for parent-teacher interviews in Semester 2 from 2023.

## Teacher Satisfaction Survey

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

- 83% of teachers either agree or strongly agree that school leaders are leading improvement and change within the school. This was a 17% increase on 2021 survey results.
- Teacher collaboration and planned learning opportunities rated similar to the NSW Government school norms for teachers working together in developing cross-curricular or common learning opportunities for student learning and discussing learning problems of particular students with other teachers. Data Conversations, introduced in 2022 will continue to be implemented in 2023 to help foster an environment where teachers see themselves as part of a team working for their students in a trusted evidence-based learning team.
- There was an increase from 2021 in the some areas of data informs practice. The school mean for providing students with levelled work sample expectations increased from 5.9 to 6.2 and using assessment results to inform planning increased from 7.9 to 8.0. Using data to inform practice will continue to be a school wide focus in 2023 with the refinement and embedding of whole school practices of data recording and monitoring.
- A decline was observed in the domain of inclusive school (2021: 8.1, 2022: 7.6). A continued area of focus through Instructional Leadership will be to provide support to teachers in developing their practice and differentiating practices to meet student needs. This is embedded into the 2021-2024 Strategic Improvement Plan.

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



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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