

# 2022 Annual Report

## Georges River College Hurstville Boys Campus



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# Introduction

The Annual Report for 2022 is provided to the community of Georges River College Hurstville Boys Campus as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

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

## School context

Georges River College (GRC), Hurstville Boys Campus is a vibrant educational setting that innovatively meets the needs of young men in years 7-10. Our school works collaboratively with the other campuses of GRC: Penshurst Girls, Peakhurst, and Oatley Senior campuses. Our college is a learning community with a shared vision for learning that embraces the responsibility of using data and evidence-informed practices. Collaborative networks and high impact professional learning across and within our campuses enhance continuous learning and wellbeing opportunities for the growth and success of our students and staff. Through a culture of high expectations, we aspire to achieve excellence for all.

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

- an enrolment of 273 students
- 83% students from a non-English speaking background
- a support unit that caters for students with diverse needs.

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

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

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

Our 2022-2026 SIP proposes an evidence-based implementation strategy informed by research on effective implementation of educational initiatives (Evidence for Learning, 2020) and considers strategic use of the school's equity funding. We will continue to enhance our evaluative practices to monitor implementation and progress through planning for the collection and analysis of relevant, valid and reliable data. Regular evaluation of initiatives will continue to inform decisions about teaching, learning, professional learning, and resource allocation to achieve our school goals. Ongoing participation in the Leading Evaluation, Evidence and Data (LEED) project has continued to support approaches that underpin the Strategic Improvement Plan.

Central to this work is our culture of continuous improvement. Our professional learning structures support the individual and collective professional learning of staff, sharing practices and collective knowledge. These will be further enhanced using external expertise, where relevant, through academic and community partnerships.

## 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 ensure every student reaches their personal best in the reading and numeracy skills needed to succeed in learning and life.

### Initiatives

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

- Every word counts
- Every number counts

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$53,000.00

**Professional learning:** \$24,500.00

**Socio-economic background:** \$28,520.00

### Summary of progress

#### Every word counts

The whole school focus in 2022 sought to improve staff capacity in the explicit teaching of literacy across all Key Learning Areas (KLAs). During Semester 1, Tier 2 disciplinary literacy was identified as an area of need as vocabulary is a prerequisite skill for reading comprehension (Konza, 2014) and is relevant to every discipline (Shanahan and Shanahan, 2012). All staff were involved in weekly professional learning that followed a collaborative inquiry model of pedagogy to enable them to plan, teach, and share the effectiveness of these strategies. In Semester 2, the school began a partnership with an academic literacy specialist, Dr Trish Weekes. The Literacy in Subject Areas (LISA) program aims to develop teachers' understanding of the literacy demands of their subject area and to build teachers' understanding of effective literacy pedagogy. Teacher survey results indicated 74% of staff improved their knowledge and confidence of the literacy needs in their Key Learning Area. Teacher lessons now reflect evidence-based practices of the explicit teaching of writing using the Teaching & Learning Cycle (Deriwianka, 2015). Student work samples demonstrated improvement in writing quality in the genre 'describing'. Year 8 Check-in assessment data indicated we have improved in literacy and are now 5.7% above the state. Over the next three years the school will continue this partnership with anticipated long-term improvement in student results in written assessment tasks, in testing (NAPLAN), and in overall literacy achievement. Targeted literacy interventions such as Education Perfect, Reading Renaissance and MacqLit further supported whole school approaches to literacy improvement. A continuation of these platforms will require refinement of implementation for 2023.

#### Every number counts

Whole school numeracy initiatives in 2022 targeted key areas of fractions and proportional reasoning with a focus on explicit teaching and differentiation. This was highlighted as an area of need through analysis of NAPLAN trend data. In Term 2, staff were engaged in high impact professional learning to enable them to plan, teach, and share the effective numeracy strategies relevant to their Key Learning Area. Check-in assessment numeracy data for Year 7, 8 and 9 indicated the school is comparable to both State and SSSG. Further, Georges River College Hurstville Boys Campus will also look to engage the services of an academic numeracy specialist to support the staff through a continuous and coherent numeracy professional learning program. Professional learning needs to incorporate staff knowledge and understanding of Numeracy Progressions on targeted elements of numeracy. The school will look to expand the Maths Pathway program for Year 7, 8 and 9 in 2023 to allow sufficient time for numeracy measures to be accurately assessed. The school will investigate expanding the use of Education Perfect to incorporate it into Hurstville Essential Learning Period (HELP) Numeracy.

### 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
An uplift of 7.1% of students achieving	2022 NAPLAN reading data indicates the school did not meet the expected

in the top 2 bands in NAPLAN reading.	uplift due to the interruption of teaching programs caused by COVID. A key focus for 2022 was to ensure that all programs had an explicit focus on the teaching of subject specific vocabulary.
An uplift of 4.8% of students achieving in the top 2 bands in NAPLAN numeracy.	2022 NAPLAN numeracy data indicates the school did not meet the expected uplift due to the interruption of teaching programs caused by COVID. A key focus for 2022 was to ensure that all programs had an explicit focus on the teaching of fractions and proportional reasoning.
Increase in the percentage of students achieving at or above Expected Growth of NAPLAN reading from 2021 results.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase in the percentage of students achieving at or above Expected Growth of NAPLAN numeracy from 2021 results.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Establish internal baseline measures for reading.	Renaissance Star Reading data was established as an effective baseline measure for reading. This showed that students, on average, demonstrated 1.02 years of reading growth in 2022.
Establish internal baseline measures for numeracy.	Maths Pathway was determined to be a suitable platform for demonstrating student growth in numeracy. 2022 data indicated that current growth for Year 7 is 107% and Year 8 is 129%. (Baseline data was assumed at 100% i.e one year's growth). Year 8 students have performed above the national average score in growth, accuracy and effort.





## Strategic Direction 2: Every teacher, every partnership

### Purpose

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To provide learning opportunities that are meaningful, challenging, and connected through a collaborative learning community.

### Initiatives

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

- Every teacher counts
- Every partnership counts

### Resources allocated to this strategic direction

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**Professional learning:** \$10,500.00

**Socio-economic background:** \$16,842.68

### Summary of progress

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#### Every teacher counts

In 2022 Georges River College Hurstville Boys Campus maintained high-impact professional learning processes which saw faculties working collaboratively to trial, evaluate, refine and share innovative teaching practice. The 'Every word counts' and 'Every number counts' initiatives delivered activities modelling aspects of the co-teaching cycle. The Deputy Principal and Head Teacher Teaching & Learning supported the Science and PDHPE faculties to engage with the co-teaching cycle as part of the Literacy in Subject Area (LISA) program. To improve practices around the co-teaching cycle the school leaders will conduct professional learning to explicitly teach the elements of the co-teaching cycle and aim to explore further cross-faculty collaborations, opportunities for targeted and regular classroom observation, and the sharing of effective practices more widely.

#### Every partnership counts

In 2022 Georges River College Hurstville Boys Campus established a range of school and community partnerships. The Primary School Links program was developed to establish connections with local primary schools, support student transition to high school, and improve the school's profile in the community. The school developed a comprehensive 3-week Masterclass program for 60 primary school students, with students involved in design-thinking and production of a range of products. Strong connections with Hurstville Public School have now been established. To continue our positive trajectory in the Primary School Links program, the school will look to expand the program into an additional primary school in 2023 and include both year 4 and 5 students. The school will also further evaluate its impact on preparing students for their transition to high school to support a positive start and develop a sense of connection and belonging.

A parent engagement program was explored with Hurstville Public School. Options such as barista training, employability skills and community language courses were discussed as viable options. Next steps for this program will be to work more closely with Hurstville Public School to implement one parent engagement course in 2023 and look to explore further options to expand the program beyond 2023.

The Young Change Agents program enhanced curriculum opportunities, provided real world learning challenges and extended our High Potential and Gifted Education (HPGE) students. The Young Change Agents program enabled excellent teamwork and critical thinking skills among participants. Next steps of this initiative will be to utilise knowledge of the 2022 program and design and deliver the 'Active Users of Passive Spaces Project' as part of the NSW Department of Education's Sustainability Grant. The school then aims to establish a model of delivery across all KLAs.

### 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
Improved teacher collaboration is demonstrated by multiple measures including Tell Them from Me and internal data sources from 2021.	In 2022, we continued to see positive measures in teacher collaboration (12% increase since 2020) as measured by Tell Them From Me and the Improvement, Innovation and Change survey due to the High Impact Professional Learning program (HIPL) focusing on collaboration and sharing of practice within and across faculties and college teams.
Primary Links Program is established with one primary school.	A Masterclass Primary Links program was established and successfully implemented in 2022. Student voice opportunities determined that 3D printing, promotional cookies and laser cutting were the areas of student interest and lessons were delivered to meet this demand.
Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development.	Self-assessment against the School Excellence Framework shows the school is performing at 'sustaining and growing'. This is above the schools target. The school's initiative's has contributed to this outcome.
One Parent Engagement Program is planned for 2023.	In 2022, a parent engagement program in partnership with Hurstville Public School was planned for implementation in 2023 as outlined above.
A number of teachers have worked with an academic, industry, or community partnership to provide enhanced learning opportunities.	In 2022, 100% of teachers have worked with Dr Trish Weekes to provide enhanced learning opportunities for students.



### Strategic Direction 3: Every student, every day

#### Purpose

To foster a safe, structured, and supportive environment that enables students to connect, succeed and thrive.

#### Initiatives

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

- Every student counts
- Every day counts

#### Resources allocated to this strategic direction

**Socio-economic background:** \$69,650.00

#### Summary of progress

##### Every student counts

In 2022, the focus was to provide a framework to develop a consistent whole-school approach to support student wellbeing through trauma-informed practice (CESE 2020). All staff engaged in Modules 1 and 2 of 'Trauma-informed practice' professional learning that focused on how teachers, school-based staff, and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma. Facilitates incorporated wellbeing strategies into lessons as part of a whole school approach to all staff supporting student wellbeing. Trauma-informed practice Modules 3 and 4 will be delivered in 2023 to further support staff to ensure optimum conditions for student learning across the whole school. The school will continue to refine existing wellbeing programs to ensure that it continues to provide targeted approaches to support students to fulfill their potential.

##### Every day counts

In 2022, Georges River College Hurstville Boys Campus continued to streamline attendance procedures. Staff were trained to accurately mark rolls, monitor attendance and take prompt action. There was increased communication to the community about the importance of regular attendance. We are now celebrating regular and improved attendance through Year Meetings and Recognition of Student Excellence (RoSE) assemblies. The school conducted cyclical attendance meetings for students with 80-90% attendance and implemented school-based strategies and external supports for at-risk students. In 2023 a whole school focus will be continued to improve attendance through early intervention, school-based strategies and external supports. Additionally, the school will also implement the Self-Assessment School Attendance Tool.

#### 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
An uplift of students reporting positive outcomes in the Tell Them From Me data for advocacy, sense of belonging, expectations for success from 2021	Tell Them From Me data indicated an uplift of students reporting positive outcomes in: <ul style="list-style-type: none"><li>• advocacy, an increase from 5.7 to 6.4 (state average 6.0)</li><li>• sense of belonging, an increase from 6.0 to 7.0 (state average 6.7)</li><li>• expectations for success, an increase from 6.4 to 7.1 (state average 6.9)</li></ul>
An uplift of students attending >90% of the time or above from 2021.	In 2022, attendance data indicates the school did not meet the target of an uplift of students attending >90% of the time. This figure was significantly affected by public health orders related to COVID. Despite this the school was 1.2% higher than the state average, and 15.6% above the SSSG average.
A percentage increase in whole-school attendance is achieved from 2021.	In 2022, the school did not meet the percentage increase in whole-school attendance. This is reflective of a state-wide decline in whole-school attendance. However regular analysis of attendance data supported our

A percentage increase in whole-school attendance is achieved from 2021.	personalised approach to attendance resulting in improved overall attendance rates for 67% of students.
Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.	In 2022, the school self-assessed as sustaining and growing in the SEF element of wellbeing as result of the strategies implemented above.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$139,010.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Georges River College Hurstville Boys Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PaLSPs)</li> <li>• targeted transition support</li> <li>• consultation with external providers for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students with additional learning needs are supported to achieve their learning goals</li> <li>- PLSPs were regularly updated and responsive to student learning needs</li> <li>- students developing school routines and participating in classroom activities</li> <li>- increased knowledge and confidence of staff to make personalised adjustments for students with additional learning needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to provide the necessary support and guidance for students with additional learning and support needs</li> <li>- to continue to increase knowledge, understanding and skills of staff to better equip them to support our students.</li> </ul>
<p>Socio-economic background</p> <p>\$115,012.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Georges River College Hurstville Boys Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Every word counts</li> <li>• Every teacher counts</li> <li>• Every partnership counts</li> <li>• Every student counts</li> <li>• Every day counts</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 a Deputy Principal Teaching and Learning and Head Teacher Teaching &amp; Learning as an instructional leader in the coordination of high impact professional learning targeting effective reading and numeracy strategies.</li> <li>• staff release to support early intervention in mental health support for our students</li> <li>• employment of external providers to support students to participate in school programs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased access to resources to enable students to connect, succeed and thrive</li> <li>- increased student engagement, learning and retention</li> <li>- increased community engagement.</li> </ul>

<p>Socio-economic background</p> <p>\$115,012.68</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to support low socio-economic background students</li> <li>- to enhance staff knowledge and understanding of low socio-economic background students</li> <li>- to better understand the complexities and challenges that impact on student wellbeing and learning in these communities.</li> </ul>
<p>Aboriginal background</p> <p>\$3,821.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Georges River College Hurstville Boys Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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 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>• staffing release to support development and implementation of Personalised Learning Plans for Aboriginal and Torres Strait Islander students</li> <li>• NAIDOC week celebrations involving cultural engagement workshops, yarn and smoking ceremony from Dalmarri group.</li> <li>• staff release to support Aboriginal students to be mentored by a local artist through painting of a mural at Oatley Campus to promote cross-campus connection of First Nations students.</li> <li>• Reconciliation week involving a motivational talk, culture and reconciliation presentation, workshops and musical performance to increase cultural awareness for all students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increase in cultural awareness, sense of belonging and connection to Country.</li> <li>- increased engagement of First Nation students with their cultural heritage.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to provide our Aboriginal students with personalised learning and support</li> <li>- to continue to increase the knowledge and understanding of all our students and staff about Aboriginal culture</li> <li>- to continue to establish connections between Aboriginal students across the College and throughout our community.</li> </ul>
<p>English language proficiency</p> <p>\$116,009.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Georges River College Hurstville Boys Campus.</p> <p><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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Intensive support for students identified in the beginning and emerging phase</li> <li>• creation of an additional class during English for Year 7-10 and the Year 9 100 hour English for Success course.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- EAL/D students successfully moving through the four phases of EAL/D Learning Progressions</li> </ul>

<p>English language proficiency</p> <p>\$116,009.78</p>	<ul style="list-style-type: none"> <li>- student improvements across the four skills of listening, speaking, reading/viewing and writing.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to build teacher capacity by providing professional learning and support to all staff:</p> <ul style="list-style-type: none"> <li>- understand EAL/D progressions</li> <li>- identifying EAL/D needs</li> <li>- understand evidenced-based EAL/D teaching strategies to embed within teaching programs.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$198,765.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Georges River College Hurstville Boys Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Every word counts</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students</li> <li>• engaging specialist staff including an academic partner to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• provide targeted students with an evidence-based intervention, MacqLit, to improve reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students being equipped with strategies for self-regulation in class</li> <li>- increased support provided to students with additional learning needs</li> <li>- improved student outcomes in reading and numeracy as measured by internal data sources.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- monitor and regularly evaluate personalised adjustments for learning, in partnership with the classroom teacher, student and/or parent or carer to maximise learning opportunities for students</li> <li>- continue to provide specialist in-class support to build capability in meeting the literacy and numeracy needs of identified students</li> <li>- continue to provide targeted professional learning to staff to support students with additional learning needs.</li> </ul>
<p>Professional learning</p> <p>\$44,076.10</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 Georges River College Hurstville Boys Campus.</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>• Every word counts</li> <li>• Every number counts</li> <li>• Every teacher counts</li> <li>• Every partnership counts</li> <li>• Other funded activities</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 an academic partner to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent</li> </ul>

<p>Professional learning</p> <p>\$44,076.10</p>	<p>writing</p> <ul style="list-style-type: none"> <li>• high impact professional learning to support teachers' evidence-based judgement of assessments and consistent allocation of grades</li> <li>• release time for staff to develop literacy and numeracy strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased understanding of evidenced based research, that supports the professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement.</li> <li>- improved processes and increased understanding of evidence-based judgement of assessments and consistent allocation of grades</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to engage an academic partner to deliver evidence-based approaches to teaching numeracy</li> <li>- to strengthen and refine skills in evaluating the effectiveness of assessment practices and processes at our school</li> </ul>
<p>COVID ILSP</p> <p>\$132,916.00</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><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 staff to deliver small group literacy and numeracy tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Improvements to student reading as identified by internal data indicating:</p> <ul style="list-style-type: none"> <li>- 71% of students involved in the COVID ILSP saw positive growth between their pre and post test</li> <li>- all students achieved some growth in comprehension, vocabulary and processes according to MacqLit program.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to provide the MacqLit program for students in lower bands</li> <li>- development of resources and planning for COVID ILSP small group tuition.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	343	346	301	273
Girls	0	0	0	0

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.9	87.7	90.2	88.3
8	86.8	86.5	89.9	86.1
9	87.7	85.0	89.2	83.7
10	83.2	83.7	83.5	79.8
All Years	86.9	85.7	88.1	84.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

### 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	n/a	n/a
Employment	1.3	n/a	n/a
TAFE entry	0	n/a	n/a
University Entry	0	n/a	n/a
Other	0	n/a	n/a
Unknown	1.3	n/a	n/a

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Georges River College Hurstville Boys Campus undertook vocational education and training in 2022.

The school is a 7-10 campus.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	18.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	9.58
Other Positions	2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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

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>	812,144
<b>Revenue</b>	7,126,847
Appropriation	6,868,117
Sale of Goods and Services	40,958
Grants and contributions	207,466
Investment income	9,381
Other revenue	925
<b>Expenses</b>	-7,142,180
Employee related	-6,102,888
Operating expenses	-1,039,292
<b>Surplus / deficit for the year</b>	-15,333
<b>Closing Balance</b>	796,811

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>	139,010
<b>Equity Total</b>	433,610
Equity - Aboriginal	3,822
Equity - Socio-economic	115,013
Equity - Language	116,010
Equity - Disability	198,765
<b>Base Total</b>	4,640,295
Base - Per Capita	81,489
Base - Location	0
Base - Other	4,558,806
<b>Other Total</b>	988,498
<b>Grand Total</b>	6,201,412

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

## School performance - NAPLAN

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

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



## Parent/caregiver, student, teacher satisfaction

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

# 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.

## Aboriginal Education - School statement

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- 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.

## Anti-Racism - School statement

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

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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At Georges River College Hurstville Boys Campus, multicultural diversity is celebrated. Eighty three per cent of students

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