

# Georges River College Hurstville Boys Campus Annual Report



2017



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## Introduction

The Annual Report for **2017** 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 school 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.

Leanne Larcombe

Principal

### School contact details

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### Message from the Principal

Georges River College Hurstville Boys Campus has a proud history spanning back to 1929. We have produced many successful Australians in academia, business, sport and politics. Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, responsibility and excellence are our core values and these underpin all aspects of school life. Great schools survive because they preserve what is best of their values and traditions while reinventing themselves to absorb changes and stay abreast of the ideals, dreams and aspirations of young people. Throughout the years, GRC Hurstville Boys Campus has done just that and is now the only public school in NSW which caters exclusively for boys in Years 7–10. This provides us with a unique opportunity to focus specifically on the educational needs of this age group and to guide our young boys along the path to becoming responsible, respectful and successful young men. GRC Hurstville Boys Campus encourages each of our students to be accountable for their individual actions. We seek to encourage participation, for our young men to be proactive and productive individuals and collaborative group members. We seek to develop young men committed to the principles of social justice, young men opposed to prejudice, dishonesty and injustice.

We have high expectations of our students, encouraging them to excel in whatever they do. We focus on excellence across all disciplines, curriculum areas and extra curricula pursuits. Our students are encouraged to excel in the performing and visual arts, across all academic subjects as well as on the sporting field. Personal excellence, at whatever level, is recognised, respected and celebrated. Academic excellence is a particular focus of the school and high achieving students are challenged, nurtured and extended to ensure their personal talents are fulfilled.

## School background

### School vision statement

Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, Responsibility and Excellence are our core values and these underpin all aspects of school life.

We aim to provide each student with a focused and energetic learning environment highly suited to the needs of boys and to deliver the best possible education with an emphasis on the needs of each individual.

We strive to provide quality teaching strategies to maximise the potential of our 21st Century learners.

### School context

Georges River College Hurstville Boys Campus is the only public school in NSW that caters exclusively for boys in years 7–10.

It has an enrolment of 351 students, including 90% students from a non-English speaking background: a support unit catering for the needs of students with intellectual disability and Autism.

High quality learning programs which focus on literacy and numeracy, the increasing use of technology, quality middle year boys' education programs and a gifted and talented stream are features of the school. The school focuses on successful transition programs to prepare students for a seamless path to senior studies or school to work pathways. The school's staff is committed to effective student welfare programs, including the Positive Behaviour for Learning (PBL) initiative.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the three domains of Learning, Teaching and Leading our school's self-assessment is consistent with the evidence presented in elements and is validated using the School Excellence Framework. In the domain of Learning, the elements of Learning Culture and Wellbeing were both assessed to be excelling. The elements of Curriculum and Learning and Student Performance Measures were assessed to be sustaining and growing. The element of Assessment and Reporting was assessed at delivering and this has informed our future planning with a focus on re-designing student reports to include information on literacy, numeracy and physical literacy continuum.

In the domain of Teaching, three of the five elements were assessed at the excelling stage. They were, Data Skills and Use, Collaborative Practice and Learning and Development. The final two elements, Effective Classroom Practice and Professional Standards were assessed to be sustaining and growing. This assessment of sustaining and growing has again informed the future directions of the school with teaching staff engaging more comprehensively with the Australian Professional Teaching Standards and executive staff with the Principal standard. Hurstville Boys will also introduce a STEAM focus for Year 7, 2018 to increase student engagement and promote collaboration and creative problem solving.

The domain of Leading, found Hurstville Boys excelling in the elements of Leadership, and School Planning, Implementation and Reporting. Management Practices and Processes as well as School Resources were assessed to be sustaining and growing and again informed future directions with an improved collection and storage of evidence for future External Validation processes, as well as an evaluation on the curriculum transition process.

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

## Strategic Direction 1

### Quality Students

#### Purpose

To create productive citizens who are, critical thinkers and life-long learners, striving to achieve their personal best through engaging in meaningful and future focused learning experiences.

#### Overall summary of progress

Within the Literacy project the HELP Program was implemented across the school. This program included the introduction of readers for students to practise their reading comprehension skills. Activities in this program included glossaries of key words, spelling, sentences using vocabulary, visible thinking, comprehension questions and writing tasks. The Literacy Co-ordinator presented a summary of the Quality Literacy Teaching Across the Curriculum to all staff. Teachers worked in KLA groups to create a writing task to issue to all students to determine their cluster levels. Teachers utilised the Literacy Continuum and other resources to develop a marking criteria targeting the various aspects of writing.

The English, HSIE and PDHPE faculties participated in the College program, Reading for Meaning, Writing with Purpose. These faculties are now working to decrease the content taught in their subjects, but increase the skills of reading and writing and ensure that this is embedded into faculty programs. This program will continue into 2018 and will involve other faculty groups.

The Focus on Reading project team did not achieve the anticipated success. This was due to staff turnover as well as the College project 'Reading for Meaning, Writing for Purpose. The Numeracy Project did not find momentum either. The planned Staff Development Day on Numeracy did not take place due to a change of college directions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students at or above their cluster level in literacy. 100% of school programs include differentiated literacy strategies.	\$3,100 – Faculty writing days to review differentiation strategies in all programs  \$2000 – Resources – readers for the Year 7 and 8 HELP programs	100% of school programs included differentiated literacy strategies.
Student improvement is evident through students moving to the next band up in NAPLAN reading and writing components.	\$4,100 – GRC funding for the program – Reading for Meaning, Writing with Purpose	63.8% of Year 9 students moved to at least the next band up in Reading and 62.3% of students in Writing.
Increased number of students exceeding expected growth rates in Year 9 NAPLAN Numeracy compared to Year 7.	\$2600 – program writing days for the Year 7 and 8 HELP program focusing on improving literacy and numeracy.	In Year 9, 85.9% of students exceeded growth rates. In 2015 only 61.8% of students achieved expected growth rates. This is an increase of 24.1% of students who exceeded growth rates.

#### Next Steps

Literacy and Numeracy will both play a major role in the 2018–2020 School Plan. The HELP program will continue in its current form as it proved to be successful. The Reading for Meaning, Writing with Purpose program will also continue into 2018 with Science and TAS being involved. Numeracy will be a strong focus and with the appointment of a new Head Teacher Mathematics there will be a numeracy expert to take carriage of the project.

## Strategic Direction 2

### Quality Teachers

#### Purpose

To create innovative teachers who build their capacity through focused and contextual professional learning. A collaborative culture of life-long learning will be established where every staff member is challenged and engaged in ongoing, relevant and informed teaching and learning practice.

#### Overall summary of progress

The Formative Assessment and Quality Teaching Project met each milestone and achieved success. Staff continued to implement a formative assessment practice per cycle in all classes. The Reciprocal Observation process continued, however, the focus changed to 'literacy strategies'. To facilitate this there was a promotion of Formative Assessment strategies in which staff were given a lanyard that held a variety of strategies they could implement. All new and existing staff completed a refresher course on formative assessment training as well as attendance as QT Rounds project training. Formative assessment and quality teaching are now embedded in teaching programs, assessment tasks and classroom practice.

The Innovative Practices Project co-ordinated the BYOD roll out to Years 8–10. A STEAM project was also planned for implementation in 2018 for all year 7 students. The High Performing Teacher Project was placed on hold due to staffing changes, however, the College is having a 'high performing teacher' focus in 2018 with professional learning available to investigate the higher levels of accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have embedded formative assessment into programs, assessment and classroom pedagogy.	\$14000 – Teacher relief for the faculty writing days to embed formative assessment practices into faculty programs.	All staff have embedded formative assessment into programs, assessment and classroom pedagogy.
100% of teachers align goals in PDP's to NPTS. Improving leadership capacity of all staff and those seeking promotion. 100% of staff participate in Quality Teaching Rounds by end of 2017.	\$9376.00 – participation of remaining staff in the Quality Teaching Rounds	100% of all teaching staff align their PDP goals to the NPTS. 100% of staff have participated in Quality Teaching rounds.
100% of staff have engaged in reciprocal observations for the purpose of reflection and professional discussion to improve quality teaching practices.	\$2200 – teacher relief to cover staff participating in reciprocal observations on Quality Teaching and Formative Assessment	100% of staff have participated in reciprocal observations to improve quality teaching practices.

#### Next Steps

Formative assessment and quality teaching have been embedded into school culture and will continue into 2018, not as a strategic direction but as general practice. The STEAM project will be a focus in 2018 and continuing into 2019. Each Year 7 student is involved in the STEAM project and this will include Year 7 and 8 in 2019. The High Performing Teacher Project whilst not continuing in the strategic directions for the school will be a college project. This aims to increase the number of teachers achieving the higher levels of accreditation.

## Strategic Direction 3

### Quality School Community

#### Purpose

To create a collaborative school community inspiring a culture of success through instilling the values of respect, responsibility and excellence. The focus will be on the well-being and resilience of students and staff as well as providing opportunities for student and community voice, to ensure that Hurstville Boys Campus is a school of choice for local boys.

#### Overall summary of progress

The School of Choice Project suffered a set back at the start of 2017 with the school receiving negative media attention. This negatively impacted upon the enrolment numbers for Year 7 2018. The Leadership by the River mentoring program involving Oatley West and Mortdale Public Schools has had a positive impact with relationships forged between schools that historically have not attracted enrolments. The Primary Links program incorporated project based learning.

The Uniting Our Community Project achieved success with 'Do the Right Thing' awards presented weekly at assembly. Students were rewarded with a canteen voucher and was well-received. The student leadership team participated in the Leadership by the River initiative and will workshop with primary schools from the Georges River network. ROSE assemblies have continued each term to celebrate student achievement.

The Resilience and Well-being Project achieved success with the continuation of PBL. The Tell Them From Me survey was conducted with results to be reflected upon and incorporated into future directions. Professional learning on Sentral and how to monitor student attendance was provided. The newly appointed Head Teacher Special Education has taken on the leadership role of the Learning and Well-being Team and works with the team to support students. All students who have been suspended or placed in Solution Space have a behaviour management plan developed and uploaded to Sentral for staff to further support them.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student enrolments. A goal of 10% per year during the course of this 3 year plan.	\$6500 – promotional materials and presentation showcases	Enrolments have remained consistent over the three year process with an overall 15% increase in student numbers.
Increased collaboration with feeder primary schools, to improve student outcomes and to improve transition into high school.	\$25500.00 – increased staffing to cover the Primary Links classes in 2017	Primary Links achieved success with an extra class being allocated to accommodate the growing number of boys wanting to take part.
Increased sense of community spirit and satisfaction, improving the health and wellbeing of staff and students.	\$1280 – Doing The Right Thing Awards	Weekly Doing The Right Thing Awards continue to compliment the school's PBL platform
Improve wellbeing of staff and students. Increase in school awards at all levels and improved attendance rates.	\$10,000 – Teacher relief as PBL Co-Ordinator	PBL lessons are taught once per fortnight to increase student sense of connection with their school and to explicitly teach appropriate behaviour in all school settings.

#### Next Steps

Primary Links will have a project based learning focus for future groups. New projects will need to be developed so that primary students are not exposed to a repetition of learning activities. There is also a plan to showcase the school and its primary links program to primary school teaching staff and executive teams.

The external review of PBL by DoE Head Teacher PBL resulted in a Tier 2 status being achieved. The focus for 2018 will be for students at risk, particularly those who are repeatedly referred for interventions and with poor attendance.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$632	All Aboriginal students have a Personalised Learning Pathway. The PLP reflected their current and future educational goals including literacy, numeracy, wellbeing and strategies to increase engagement.
<b>English language proficiency</b>	\$182,183	Successful EAL/D program in Years 7 to 10 with dedicated EAL/D English classes that provided intensive support for students in a small group environment. Collaborative team teaching and group teaching across KLA's to support students language acquisition. There was also a specific EAL/D English Skills elective for students in Years 9 and 10 to further their English language acquisition.
<b>Low level adjustment for disability</b>	\$179,497	Personalised Learning and Support Plans developed for students. Learning adjustments improved students access and outcomes across all subjects. Additional support was provided to students to further engage with mainstream or alternative educational settings. The LaST also conducted extensive testing of all students using ACER's Online Assessment and Reporting System to support the learning of students in 2018.
<b>Socio-economic background</b>	\$67,778	A wide range of students with learning needs were supported with remedial strategies beyond what staff entitlement alone could otherwise provide. Contingency funds supported students in relation to participating in educational opportunities, acquiring essential resources, accessing external agency support, uniform support and a homework centre. A school chaplain was also employed to provide support for students.
<b>Support for beginning teachers</b>	\$17,513	Beginning teachers are supported by the faculty Head Teacher and the Deputy Principal. This is formalised in a fortnightly, timetabled meeting. Beginning teachers are also supported with an effective induction program to coincide with DoE framework, Strong Start, Great Teachers. Teachers are also supported and provided with information on the processes and requirements for the mandatory levels of accreditation at proficient through web links to NESA and the DoE. Beginning teachers are supported through professional learning that develops a reflective approach to their teaching practice.
<b>Targeted student support for refugees and new arrivals</b>	\$2500	New arrivals and refugee students are monitored by the specialist EAL/D teacher, Year Adviser and Wellbeing Coordinator. LaST support is also available as an extra support mechanism.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	328	316	361	358
Girls	0	0	0	0

Student enrolments have remained consistent over the past two years and this is a result of a focus on improving the quality of teaching and learning programs. The Positive Behaviour for Learning (PBL) lessons have ensured a consistent approach to the explicit teaching and learning of appropriate behaviours in a variety of school settings. There have been significant observable changes in behaviour in classrooms and all school settings. There has also been evidence of a greater number of positive and respectful relationships being forged with the school community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.7	93.8	94.3	89.7
8	86.8	90.2	89.4	91
9	90.7	85.7	90.1	83.4
10	84.8	87.9	86.7	87.6
All Years	88.3	89.3	90.1	87.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

### Management of non-attendance

Regular school attendance is required by law and is essential in order for students to maximise their educational outcomes. The Wellbeing Team meets regularly to review and analyse student attendance data and to identify students whose attendance is of concern. The Wellbeing Team then formulates plans to support students and address concerns. Year Advisers regularly interview students and contact parents and caregivers to develop strategies to promote engagement and improved attendance.

Hurstville Boys Campus utilises an SMS system to keep parents and caregivers informed of absences and effective communication strategies are in place to follow up on unexplained absences. When required, the school will utilise the support of the Home School Liaison Program to assist in addressing barriers to good attendance and to develop Attendance Improvement Plans for students whose attendance rates remain unsatisfactory and are of significant concern.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	3	0	0
TAFE entry		0	0
University Entry	0	0	0
Other	97	0	0
Unknown	0	0	0

Hurstville Boys Campus caters for boys in Years 7–10. The majority of our students transition to Oatley Senior Campus (as shown in other).

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	22.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	0
School Administration & Support Staff	9.38
Other Positions	3

\*Full Time Equivalent

The Aboriginal composition of the school's workforce is zero.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	116,138
<b>Revenue</b>	6,076,536
Appropriation	5,840,853
Sale of Goods and Services	52,469
Grants and Contributions	180,664
Gain and Loss	0
Other Revenue	0
Investment Income	2,549
<b>Expenses</b>	-5,895,054
Recurrent Expenses	-5,895,054
Employee Related	-5,420,690
Operating Expenses	-474,364
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	181,482
<b>Balance Carried Forward</b>	297,620

The school executive team and SAM form the school's finance team. The team discuss the yearly budget submissions and then approve the recommended allocation to each school program. The school leases the school canteen and the bini to provide additional

funding to continually improve the school's facilities. This year \$45000 was spent on the resurfacing and linemarking of the Bini floor to ensure the ongoing hiring by Badminton groups as well as improving the facilities for the school's PDHPE and sports programs.

The Principal and SAM meet on a monthly basis to review the financial reports to check for any discrepancies. The school's employee level salary cost report and the school's overview reports are closely monitored and then any discrepancies are followed up with ED Connect or the appropriate officer.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	3,859,559
Base Per Capita	56,222
Base Location	0
Other Base	3,803,337
<b>Equity Total</b>	430,090
Equity Aboriginal	632
Equity Socio economic	67,778
Equity Language	182,183
Equity Disability	179,497
<b>Targeted Total</b>	677,604
<b>Other Total</b>	736,367
<b>Grand Total</b>	5,703,620

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

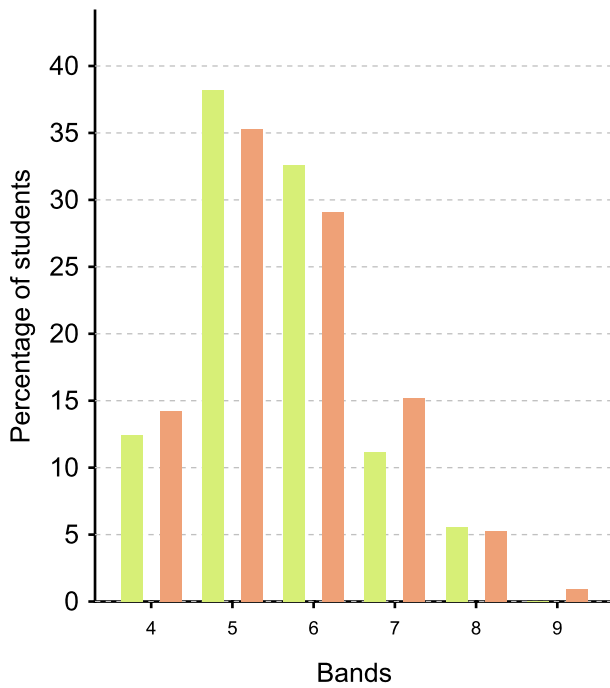
### NAPLAN

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. Hurstville Boys Campus caters for the needs of a diverse group of learners with 90% of

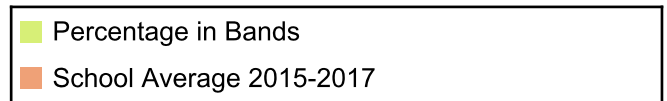
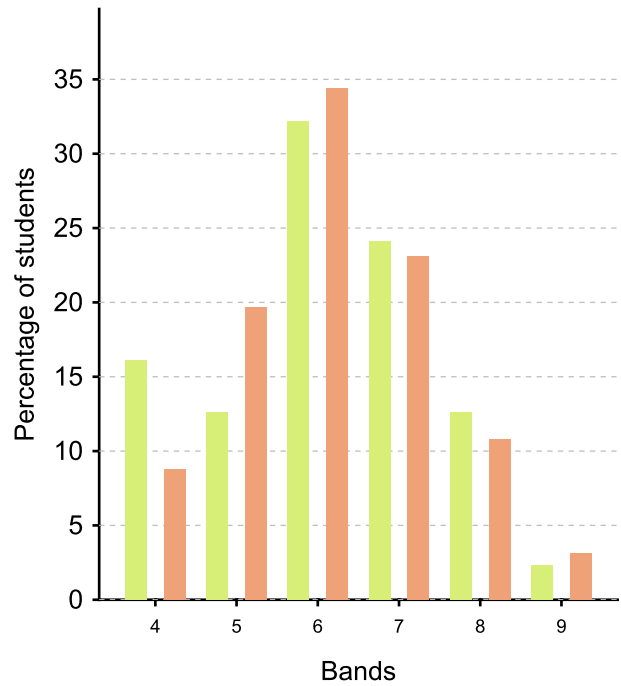
students coming from a non-English speaking background. The data indicates the ongoing need to commit resources to the continued improvement of the literacy and numeracy skills of every student at Hurstville Boys Campus.

Initiatives that have been implemented to address the specific literacy needs of students include a focus on the Super 6 Comprehension Strategies and the 4 Roles of the Reader which have been embedded in classroom practice across all learning areas.

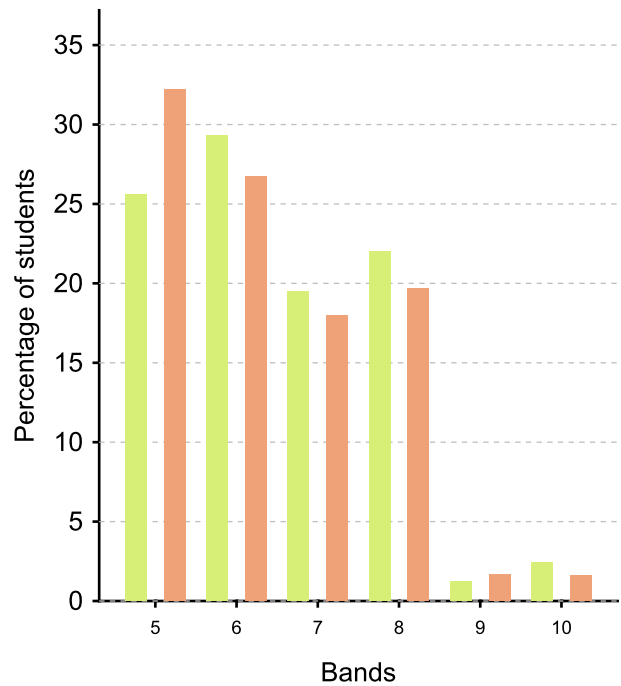
**Percentage in bands:**  
Year 7 Writing



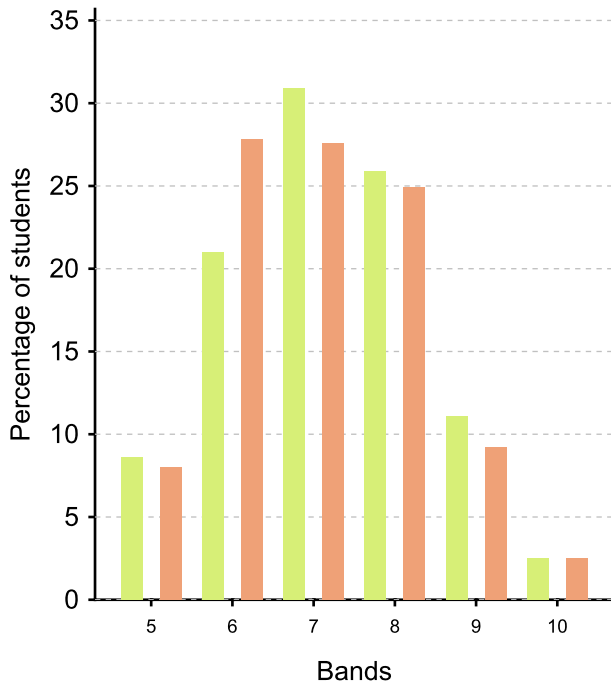
**Percentage in bands:**  
Year 7 Reading



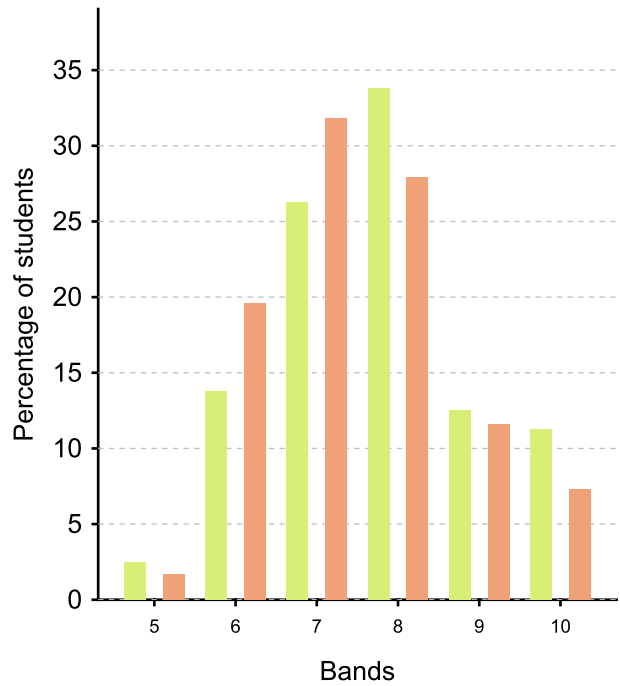
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Reading



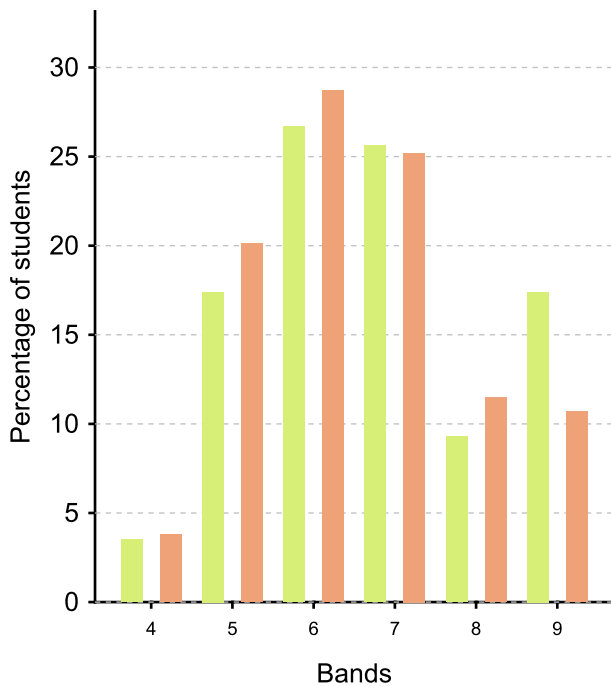
**Percentage in bands:**  
Year 9 Numeracy



Hurstville Boys Campus remains committed to improving the numeracy skills of every student. Significant resources have been allocated including the subscription to Mangahigh to increase student engagement and rigour in mathematics and through numeracy in all learning areas.

In accordance with the 'Premier's Priorities: Improving education results', Hurstville Boys Campus is making significant progress in increasing the number of students who are achieving in the top two bands of NAPLAN. Year 9 students made strong improvements in the percentage of students achieving in the top two bands from 2015 when they completed NAPLAN, with an increase of 5.8% in Reading and 6% in Numeracy.

**Percentage in bands:**  
Year 7 Numeracy



## Parent/caregiver, student, teacher satisfaction

Hurstville Boys Campus utilises the 'Tell Them From Me' survey tool that gathers data from students, parents and caregivers as well as teachers to reflect and inform future planning. Parents and the school community have regular opportunities to provide their feedback and input into the school through monthly P&C meetings as well as parent/teacher evenings. The school community feels valued and are supportive and appreciative of school programs and practices.

The school's ongoing commitment to programs such as PBL, Use Another Word, Tough Guise, 3Bridges and SWITCH have provided an inclusive, harmonious and happy environment for students to thrive.

## Policy requirements

### Aboriginal education

Hurstville Boys Campus is committed to improving the educational outcomes of our Aboriginal and Torres

Strait Islander students and to educating all students about Aboriginal Australia. Each faculty incorporates Aboriginal perspectives into their teaching and learning programs.

### **Multicultural and anti-racism education**

Hurstville Boys Campus multicultural diversity is celebrated. Ninety percent of students are from non-English speaking backgrounds representing 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 democratic, multicultural society.

The school has incorporated programs that further address multicultural education and anti-racism. As part of Positive Behaviour for Learning the 'Use Another Word' strategy is a student centred whole school approach 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.

Hurstville Boys Campus has an ARCO Officer and supports the multicultural community with interpreters being available for parent/teacher interviews as well as other interview times.