Georges River College Hurstville Boys Campus

Annual Report

2018

8813

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Georges River College has a collective responsibility to foster collaborative networks that talk together, plan together and work together. Our learning community has a clear purpose, and common goals; is driven by teacher and student improvement; and its effectiveness is measured against system frameworks.

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. 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.

Learning

The result of the 2018 internal validation process indicated that in the School Excellence Framework (SEF) domain of Learning, Georges River College Hurstville Boys Campus is Delivering in all elements except the Wellbeing area where staff felt the school was Sustaining and Growing. Although the NAPLAN results for student value–add was significant indicating a strong culture of learning this is not yet universal. There is evidence that curriculum provision is responsive to the needs of the needs of the students and there is high quality pedagogy evident in teaching programs, however this practice needs to be improved. Differentiation of teaching and learning at whole–school level needs to be developed so there is individualised adjustment for students whose performance is limited based on their ability to understand teaching and learning material. There has been a push in 2018 to refocus student assessment so that there is a balance between formative and summative assessment leading to consistency of teacher judgment. The value–added data shows a significant improvement in student performance over the course of their time at the school and informative in planning at the school. The evaluation teams have resisted reporting this aspect any higher than Developing due to the belief that there is always more/better than can be done.

Teaching

The results of this validation process indicated that in the SEF domain of Teaching, Georges River College Hurstville Boys Campus is Developing. There is highly effective teaching pedagogy evident in some classes, however explicit teaching, effective feedback and classroom management needs to be constant and consistent to meet the needs of unfocused and disengaged students. The school focus on improvement in the quality of teaching and classroom

management practices is beginning to translate into verifiable improvement in student engagement, and this is evidenced in wellbeing data for negative behaviour and student engagement in learning. While the use and evaluation of data at senior planning and within the Positive Behaviour for Learning (PBL) program is of a high standard, there needs to be a greater focus on improving the consistency with which data is used to evaluate teaching and how this information is used to change learning.

The school has quality teachers, however, few are interested in pursuing higher levels of accreditation. The staff has embraced the PDF process by aligning PDP goals with school and learning priorities. There is evidence of extensive coaching and mentoring within and between campuses. TPL is strategically focused, needs–based and presents high levels of efficacy. Scaling of success is evident within KLAs and across the wider school.

Leading

The results of the internal validation process indicated that in the SEF domain of Leading, Georges River College Hurstville Boys Campus is Developing. There is a focus on quality management systems and procedures, community engagement and collective efficacy through instructional and ethical leadership. Collective efficacy is being explored and understood through modelling and explicit teaching to staff to improve leadership potential. The executive team will investigate how greater opportunity for instructional leadership at Head Teacher level can be developed within the campus and across college. They will also look for ways to improve how roles are allocated to each KLA, while also developing leadership of non–educational functions of the executive. Community engagement will remain a priority. High and increasing levels of service delivery and community satisfaction are present. Continuous improvement is strongly evident and the school effectively uses the new school planning and annual reporting process.

Where to from here?

In accordance with the school plan, Georges River College Hurstville Boys Campus will continue to focus on improving student educational experience through the use of differentiation in the classroom and well–being frameworks across the school. The focus on NESA Registration processes will require a standardisation of program formatting and the inclusion of scope and sequences, and the quality of assessments. Work will be undertaken with all staff to develop more effective judgement when using formative assessment. This will continue to be supported by development of school–wide policy, process and resources for assessment and reporting. The current push to initiate learning networks across campuses will continue, with a focus on effective teaching and learning practices in English, HSIE, Mathematics, Science, PDHPE and Technology. The current intense focus on the implementation of the LMBR and SAP HR environment will continue. Our self–assessment 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–gu*

Strategic Direction 1

Successful Students

Purpose

To create productive citizens inspiring a culture of success through the values of *Respect, Responsibility and aiming for Excellence*. Students will be critical thinkers and lifelong learners, striving to achieve their personal best through engaging in rich and meaningful learning experiences.

Overall summary of progress

Literacy: The college literacy project which integrates Writing for Purpose, Reading for Meaning and HELP continued to be implemented into 2018. MacqLit was timetabled and run in Year 7, 8 and 10 to improve literacy in students who were identified as not achieving minimum standard.

Numeracy: The HELP numeracy project required significant changes to improve student engagement and contextualised numeracy across all KLA's. In response, an in–service on the numeracy progressions was facilitated during a staff meeting, two Executive staff members attended the Best Start Year 7 training and a further two staff members attended the Implementing Aumeracy across KLA Areas in–service at Nerrimba state office. As a result, the strategic direction team has started to develop a comprehensive numeracy program to implement during HELP lessons in 2019. These lessons include learning intentions and success criteria as well as practical numeracy skills that relate to real world applications across all KLA's.

STEAM: The STEAM program was implemented and modified to help students achieve at their own level of progress; measuring and recording units of measurement was identified as a key challenge for many students. Year 7 was the targeted group to engage in the STEAM program which completed 3 projects, of which the Brabham solar powered car was the main focus of 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• An increased number of students with high value add in literacy and numeracy across year 7–10.		Our NAPLAN results demonstrated a significant value added result in both numeracy and literacy.
• Increased number of students achieving a band 10 in NAPLAN – Reading and Writing.	$46000 for Maqlit and ESL support within timetable (Semester 2) $2500 Professional Learning.	There was a 2% increase in reading performance at this level while writing there was a 1% reduction at band 10 Programs will be re–evaluated in 2019.
• Increased number of students achieving a band 10 in NAPLAN – Numeracy.	$2500 Professional Learning	There was a push to improve Numeracy during the second half of the year. This did not coincide with any additional support in the lead up to 2018 NAPLAN. There was a 5% reduction in students attaining band 10 in Numeracy. Implementation of program will be re–evaluated in 2019.
• Reduced number of students in NAPLAN Reading, Writing and Numeracy who are below national minimum standards.	$1000 for administration for examinations twice a year.	There was an overall drop in the number of students (4%) achieving national minimum standards in reading and numeracy.in 2018.
• Increased proportion of students working collaboratively and problem solving using self directed learning strategies.	$25000 timetabling changes based on release for coordination and preparation release for several staff. This was implemented through a reduction in teaching load.	As part of the STEAM project and collaborative learning initiatives in the classroom, students were given greater opportunities to work collaboratively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased proportion of students working collaboratively and problem solving using self directed learning strategies.	Mostly 10 periods allocated for STEAM over the cycle on the timetable.	As part of the STEAM project and collaborative learning initiatives in the classroom, students were given greater opportunities to work collaboratively.
• Increased number of students actively using ICT effectively in their learning.		As the school continued to implement the BYOD policy, students were able to engage in ICT based learning, specifically with the G suite and Moodle.

Next Steps

Literacy: Evaluate the 2018 literacy program and make adjustments to increase student engagement and improve literacy outcomes in 'Reading to write' in 2019. Conduct and evaluate Best Start Year 7 testing and use these results to inform teaching and learning practice.

Numeracy: Finalise the Year 8 numeracy program for delivery in Semester 2, 2019. Conduct and evaluate Best Start Year 7 testing and use these results to inform teaching and learning practice. Create Year 7 numeracy program to be implemented in Semester 2, 2020.

STEAM: Evaluate the 2018 STEAM projects, structure and timing to ensure a more effective delivery and achievement of identified enterprise skills and general capabilities in 2019.

Strategic Direction 2

Exemplary Teachers

Purpose

To continue to create exemplary teachers who build capacity in themselves and others through contextual and focused differentiated professional learning. A collaborative culture of life long learning will be further enhanced where every staff member will be challenged and engaged in ongoing, relevant and informed teaching and learning practice.

Overall summary of progress

Visible Learning – Project zero: The pilot group delivered professional learning to all staff on the visible thinking strategy, Learning Intentions and Success Criteria (LISC) emphasising learning how we learn, and metacognitive self–directed learning. Samples of VT/L strategies included 'See, Think Wonder', 'Colour Symbol Image', 'Tug of War', 'Claim Support Question' and 'I used to think but now I think'. This professional learning session highlighted how the visible learning strategies help students improve their literacy skills, become independent learners, and take ownership of their learning through self–evaluation and self–reflection process. Staff identified which strategies appealed the most and why. It was also discussed how they would use these in their subject area such as using Headline to teach the skill of summarising. The pilot group have set a goal to trial the Visible Thinking strategies in their classroom, which will be evaluated through student feedback surveys, learning intentions and success criteria collected from students. Ron Ritchhart books have been purchased.

STEAM: There were adjustments to reporting procedures to ensure accurate reporting of student progress and learning. Similarly changes to organisation of roles and responsibilities facilitated ownership over program development, marking and assessment processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased number of Visible Thinking/ Learning strategies evidenced in teaching and learning programs.	$1000 resource development	In use by pilot group, but not yet embedded in programs.
• Increased number of teachers implementing Visible Learning/Thinking strategies in classrooms.	$2000 Relief for observations	Pilot group only.
• Increased number of teachers engaged in leading Professional Learning across the College.	College Funds School Funds $10000	Some teachers from the campus have conducted Professional Learning across the college.
• Increasing teacher capacity and STEAM teacher quality.	$92000 in timetable additions, 10 per cycle/4 classes all year and training to build capacity and prepare resources.	Most STEAM teachers have improved their capacity to teach STEAM based curriculum to Year 7. However the model for 2019 will be significantly different, based on a pilot program.

Next Steps

Visible Learning – Project zero: The Exemplary Teachers Action Team will create a Reciprocal Observation Tool for observation and feedback to staff regarding the LISC and Thinking routines to be used for the focus of term 3 observations. This Team will continue to support staff to develop their skills in delivering the visible thinking routines. 'Making Thinking Visible' text books will be shared and further discussed with the team, including the areas of meta–cognition – learning how we learn, growth mindset and self–directed learning. Developing a standard approach to the use of LISC in every classroom will be a focus. Classroom resources will be developed, including Learning Intentions Success Criteria scaffolds and embed into lesson plans. Teachers will be provided with the Enterprise skills continuum marking rubric to ascertain student engagement. The Team will continue to collect and annotate evidence of impact on student learning.

STEAM: The competency based, Enterprise skills continuum will be used as a marking criteria.. The STEAM team will collaborate to ensure consistency of reporting across the classes. The model for 2019 will be significantly reduced and targeted teachers used for the pilot. New technology, laser cutter will be trialed with staff.

Strategic Direction 3

Connected Communities

Purpose

To provide widespread opportunities for students and staff to collaborate within the school, college and broader community. To ensure optimal educational experiences and outcomes for all.

Overall summary of progress

Fit for Excellence: Staff were nominated to be develop a Wellbeing program to be delivered during HELP and Social and Emotional Learning (SEL) sessions. School based SEL models grounded in current research were investigated. In co–ordination with the development of a school–tailored model for SEL, Year Advisers have been actively monitoring the attendance of students in their cohort to reduce truancy and increase student attendance in school. Writing days for SEL lessons were included to ensure a systematic approach to wellbeing support and develop across the years. More resources and reciprocal observation are required before Brain Breaks is implemented in lessons, to maximise the benefit to student concentration and stress. Currently Brain Breaks works better in some subjects than others.

Growth mindset – 3 Rivers: The college approach to develop a positive connection for staff and students within and across campuses and the broader school community stated in 2018.. It commenced with the implementation of a pilot and involved professional learning focusing on the philosophy of will and skill and its relationship with Growth Mindset.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Students feel more connected to their school community as measured by the Tell Them From Me Survey.	$1000 to administer the program	Data for 2018 indicated that in all domains, Advocacy at School, Expectations for Success and Sense of Belonging varied among year groups, however, there was dip in year 8 and 9 for all areas except Sense of Belonging with Year 9. The Year 10 cohort were consistency down on the previous year in all areas.
• A reduction in the number of students late to school.	$2500 for allocation of staff in the morning to accurately monitor attendance	There was a progressive increase of students attending to school late in 2018. This could be attributed to better collection of data and training with staff about the procedure for accepting students who were late. There was a dedicated staff member who monitored the absences in 2018.
• Reduced suspension rates.		There was a significant reduction in the number of students who were suspended in 2018. The progressive drop occurred in term 3 and 4.
• Attendance rates to be at or above state average for students.		Year 7 and 9 improved attendance by 2%, while the overall attendance of students at the school remained stable.
• Increased engagement and number of wellbeing activities for staff.	$8000 for professional learning and dinners	Social events were organised to build team culture. Relief was provided fro additional periods of workload to ensure staff were supported. Staff were provided with meals at the conclusion of the twilight session to support greater socialisation and to show appreciation.
• Decrease in staff abscences.		There was a significant increase in absences as compared to previous years because a number of staff who were unwell for significant periods.
• Increased participation by parents/carers in school life.	$4000 MADD night $2000 ROSE Assemblies	The P&C continues to be a strong element within the school community. The P&C organised a BBQ at Bunnings, may staff attended. Regular ROSE

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased participation by parents/carers in school life.		assemblies were popular with parents. The school organised a MADD night for community participation. MADD night 2018 was the most successful ever with over 250 people in attendance.

Next Steps

Fit for Excellence: SEL resources will be purchased enabling scope and sequence design and implementation during 2019. The opportunity for staff to be part of the 2019 SEL program will be offered early in 2019. Staff will be trained on Brain Breaks using reciprocal observation and supporting resources.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	316	361	358	352
Girls	0	0	0	0

Student enrolments have remained consistent over the past three 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	2015	2016	2017	2018
7	93.8	94.3	89.7	91.6
8	90.2	89.4	91	88.8
9	85.7	90.1	83.4	86
10	87.9	86.7	87.6	84.8
All Years	89.3	90.1	87.9	87.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

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 carers 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	5	0	0
Employment	10	0	0
TAFE entry	5	0	0
University Entry	0	0	0
Other	80	0	0
Unknown	0	0	0

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

Year 12 students undertaking vocational or trade training

Georges River College Hurstville Boys Campus is a 7–10 School

Year 12 students attaining HSC or equivalent vocational education qualification

Georges River College Hurstville Boys Campus is a 7–10 School

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	20.82
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1.2
School Administration and Support Staff	8.98
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	10

Professional learning and teacher accreditation

Georges River College fosters collaborative networks to drive teacher and student improvement across its four campuses. Significant school funds have been allocated to develop teacher expertise leading to positive student learning outcomes. Staff have engaged in both in–school and College professional learning as well as attended conferences and courses delivered by external providers.

College team meetings focused on further developing literacy skills through the "Reading for Meaning, Writing with Purpose" program. Transition practices were improved through College wide investment in a Year 10–11 subject selection support booklet to inform and support teachers wishing to embark on the higher levels of accreditation.

All teaching staff except Beginning teachers are accredited at the level of Proficient Teacher; one staff member is at LEAD level. Beginning Teachers are supported with mentoring and a fortnightly induction program using the Department of Education framework Strong Start, Great Teachers document which supports and assists in the provision of quality school based induction. Early career teachers are mentored through a suite of quality registered professional learning in their regular meetings with the Deputy Principal. The courses on the Teaching Standards in Action encourage collaborative practices between early career teachers in the school and the development of competencies in Quality Teaching, designing a lesson sequence and quality feedback practices to students. Professional learning for early career teachers has also focused on learning and practicing the "10 microskills of behaviour management". All staff are supported through mentoring, feedback and discussion about classroom management through reciprocal observations.

Professional Learning of staff was housed largely in school and within the school context. "Twilight" professional learning meetings concentrating on upskilling staff in schoolwide Positive Behaviour for Learning and Behaviour Management strategies to build capacity and collective efficacy across the school. Anaphylaxis and Cardio Pulmonary Resuscitation staff qualifications were also updated in line with DoE compliance training. Formative assessment, quality teaching and reciprocal observations and feedback continue to be embedded into school culture and in general practice.

100% of staff have a Performance and Development Plan aligned to the school strategic plan and have developed an understanding of how to best drive their own professional learning and to actively seek feedback and mentoring as an important part of their ongoing growth. In 2019, this will be much more focused on the Performance and Development within the framework of the school, including staff well being goals that are personal professional and school based (not personal goals).

The wellbeing and learning support staff attended a school Wellbeing Conference to reflect on models within the school and plan for future implementation in 2019. The conference led to significant framework for the implementation of Social Emotional Learning, as well as a draft structure for the implementation of the school Rites of Passage program.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	297,620
Revenue	6,432,852
Appropriation	6,138,843
Sale of Goods and Services	25,925
Grants and Contributions	250,452
Gain and Loss	0
Other Revenue	13,110
Investment Income	4,521
Expenses	-6,265,907
Recurrent Expenses	-6,265,907
Employee Related	-5,678,947
Operating Expenses	-586,960
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	166,945
Balance Carried Forward	464,564

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

The Finance Committee comprises the Executive, School Administration Manager and Teacher representative who meet annually or as required to review budgets and expenditure throughout the year. The School Administration Manager regularly provides reports at executive meetings and works closely with staff to improve budgeting and planning. Faculties submit their budget to the finance committee for approval at the first meeting in Term 1. The Finance Committee recommendations are then considered and approved by the School Executive.

Additional expenditure for technology was approved for upgrade of technology in all classrooms and air–conditioning was installed in some administration spaces. The layout of the library has been significantly changed with shelving systems changing so that they are mobile and the three audio–visual areas upgraded to improve the space for presentations and professional learning.

The balance of $464,564 will be carried forward and expended on the:

- Installation of classroom air–conditioning throughout the upper levels of all buildings and in the Library.
- External spaces to be maintained to a safe level and improved for playground functionality and sun protection.

- Technology in the classroom will be the focus in 2019.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	3,815,098
Base Per Capita	71,388
Base Location	0
Other Base	3,743,710
Equity Total	433,756
Equity Aboriginal	1,999
Equity Socio economic	64,878
Equity Language	175,842
Equity Disability	191,038
Targeted Total	694,248
Other Total	726,865
Grand Total	5,669,968

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.

Overall performance in NAPLAN 2018 was positive with a larger group of students achieving band 7 and 8 in Reading as compared to the performance in Year 9 2017. In Numeracy, the increase was most significant in band 7 and 9 with a reduction in students achieving band 8 and 10. The school however fell short in achieving the National Minimum Standards for all students across all areas. In 2018 the school focused on increasing the number of students who are HSC ready (meeting the standards) in the areas of Reading , Writing and Numeracy by supporting greater emphases on the program with students and parents/carers. In

2018, the Year 10 students achieved the following levels of proficiency:

Reading after NAPLAN 2017: only 22.7% of students achieved national minimum standards. Reading after minimum standard testing in semester 2 2018: 67%; Increase of 44.3%.

Writing after NAPLAN 2017: 30.7% of students achieved national minimum standards. Writing after minimum standard testing in semester 2 2018: 78.4%; Increase of 47.7%.

Numeracy after NAPLAN 2017: 50% of students achieved national minimum standards. Numeracy after minimum standard testing in semester 2 2018: 76.1%; Increase of 26.1%.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Mathematics Faculty Literacy

Teachers are embedding literacy across years 7–10 through a variety of activities in their lessons in 2018. These included Mathspace as an online tool for learning, outdoor lessons to implement the Mathematics learned in the classroom, group activities and research tasks that incorporated real life examples through problem solving. These activities have been implemented with the use of the super six reading strategies. Students were taught how to read and interpret questions through different strategies such as underlining important information, highlighting words they do not understand and circling the actual question in a problem. The super six strategies of predicting an answer, making connections to real life, questioning, summarising, monitoring and visualising through the use of diagrams were constantly implemented in our lessons. Furthermore, all Mathematics classrooms have visual displays of common words and their definitions which are often used in textbooks and/or assessments and homework.

HSIE Faculty Literacy

In response to the use of literacy in the classroom, staff have been using the super six strategies as well as TEEL (Topic Sentence, Example, Elaborate, Link Back) within extended writing tasks. In Year 7 and 8, students use text type tasks such as Recount and Describe. In year 9 the use of Recount and mnemonic devices have been regularly used to support improved writing. Stage 5 students also practice extended response to questions, learning and using the A Learning and Response Matrix (ALARM) table, text types of Exposition, Report and Discussion as well as

developing summarising skills are regularly practiced. While the faculty is continuing to introduce and apply more literacy skills in all tasks undertaken by the students, it is nonetheless seeks to improve the literacy skills of all students and welcomes any whole school projects.

Science Faculty Literacy

Science has incorporated targeted literacy skill development in all of the topics covered in our stage 4 and stage 5 courses.. To develop scientific literacy, all topics begin with a key words glossary/defining activity. This not only prepares students for the language requirements of the topic, but also expands their general vocabulary. Added to this, each topic includes numerous scaffolded tasks focusing on the required extended response writing skills needed for success in science. These are arranged based on the topic being covered, but includes writing techniques such as expositions, explanations and procedures. In stage 5 we introduce students to the ALARM process of written responses. This is done in class and as analysis of their examinations as a means to improve their examination responses and to prepare them for stage 6 studies.

Music Faculty Literacy

In the mandatory and elective courses students will explore literacy by describing, classifying and interpreting meaning from a range of sources, including textual, sound, graphic and multimedia sources. They learn to critically evaluate information and prepare work for different audiences (eg a written report and a review of a performance). Students will become familiar with and use an increasing music vocabulary in both oral and written forms and will also develop significant skills in music literacy as a result of their engagement, which prepares them for the requirements of Music 2 in Stage 6.

TAS and VA Faculties Literacy

Areas of focus for literacy across TAS and VA include reflective writing on personal progression and understanding, evaluative writing, production process / procedural writing, reading and comprehension of technical documentation, formal report writing that includes skills to compare and contrast and present your conclusions.

PDHPE Faculty Literacy

Teachers have continued to implement the model that was brought to us in 2017 from Literacy consultant Judy King. The 'Reading for Meaning, Writing for Purpose' aims to give all students the opportunity to access and address higher order thinking questions. Within programs and assessment tasks, the faculty have structured questions and activities that develop students' individual abilities to written extended responses. We have seen real success with this as students completing more extended responses in exams. We will aim to continue its implementation during 2019 along with applying the ALARM (A Learning and Responding Matrix) to prepare students for senior studies at Oatley Campus.

Support Unit Literacy

The Support Unit curriculum has a major focus on developing the student's literacy and numeracy skills. Students in the Support Unit have many gaps in their learning which often affects literacy and numeracy skills. Teachers place a greater focus on improving literacy and numeracy skills across all academic subjects.

As part of the Numeracy and literacy program, students use their numeracy skills acquired in class and demonstrate them in real life situations. Students take part in Community Access excursions where students travel to different venues across the city. During their literacy and numeracy lessons students visit local supermarkets to purchase the ingredients required for their Food Technology lessons, they then use their literacy and numeracy skills to follow a recipe and create the finished product.

Learning and Support

Students are supported by the Learning and Support Teachers (LaST) with specific focus on supporting the boys who struggle with literacy and numeracy. The Learning and Support Teachers work one to one with boys or supporting whole class groups.

Macq Lit is a program that is run by the Learning and Support Teachers to support boys to improve their reading skills.

Learning and Support Teachers work with boys who have not achieved a pass in the minimum standards tests are supported to meet the minimum standard.
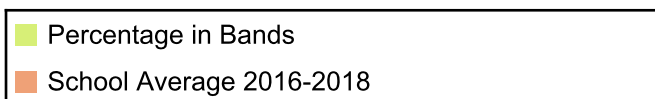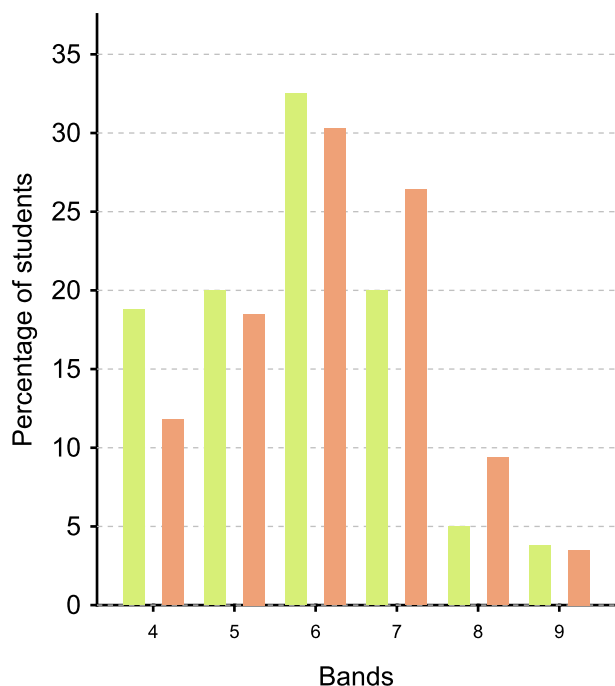
Percentage in bands:
Year 7 Reading

Percentage in Bands
School Average 2016-2018
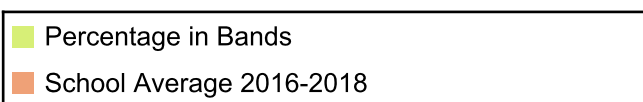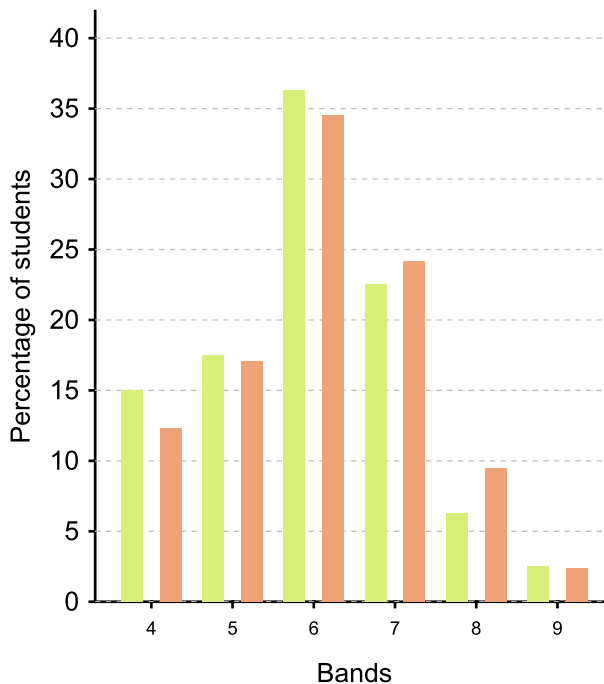
Percentage in bands:
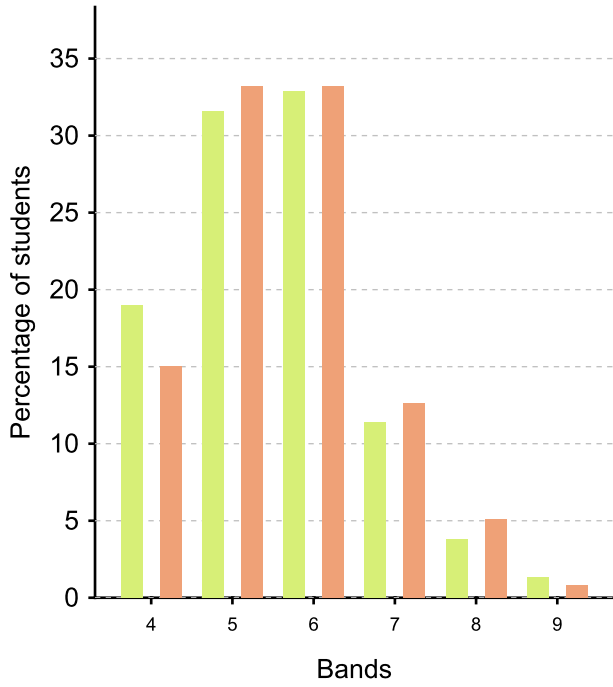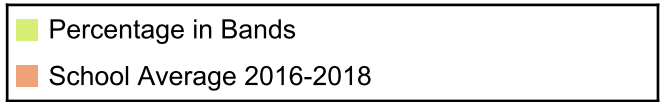Year 7 Spelling

Percentage in Bands
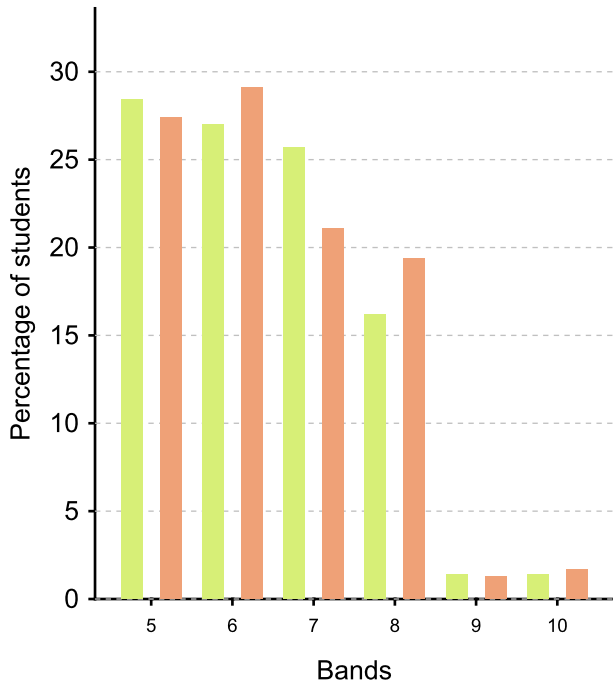School Average 2016-2018
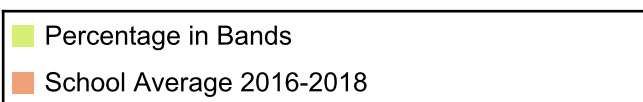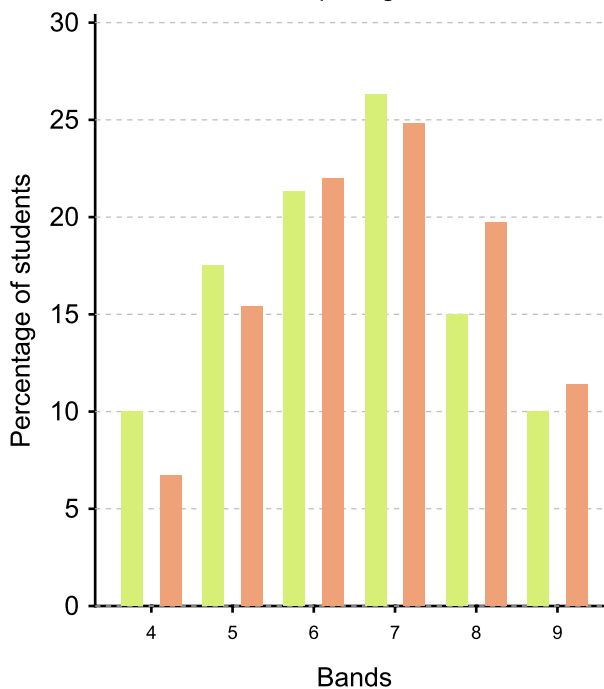
Percentage in bands:
Year 7 Grammar & Punctuation

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Spelling

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2016-2018
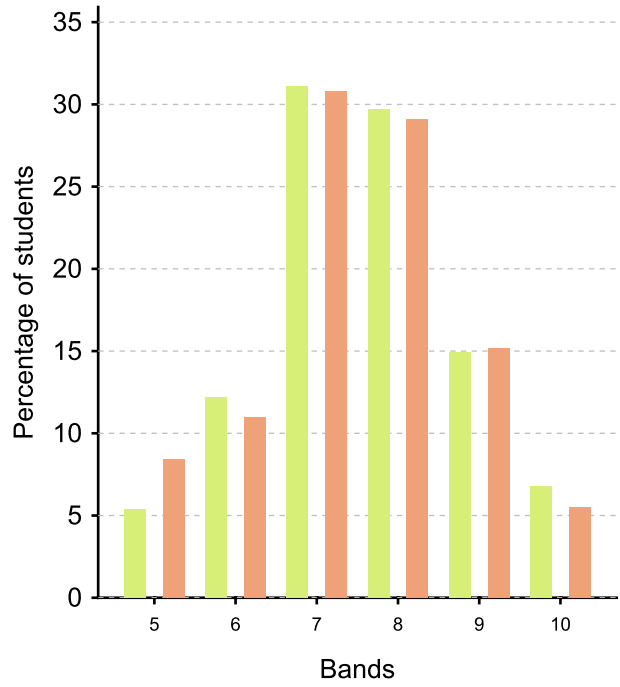
Percentage in bands:
Year 9 Writing

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Reading

Percentage of students vs Bands

Legend:
- Percentage in Bands
- School Average 2016-2018
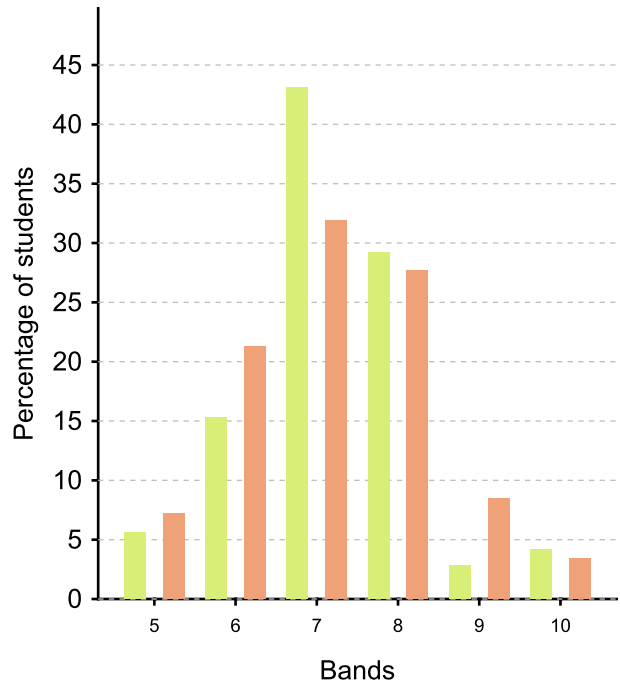
Percentage in bands:
Year 9 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
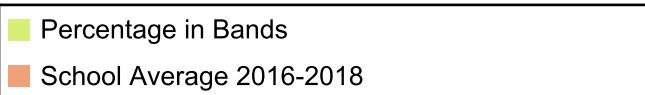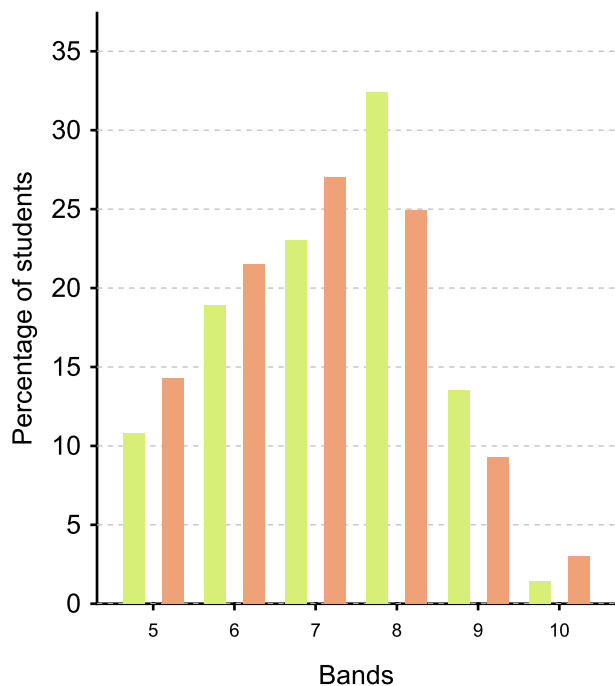
Mathematics Faculty Numeracy

Teachers are embedding numeracy across years 7–10 through a variety of activities in their lessons in 2018. These included Mathspace as an online tool for learning, outdoor lessons to implement the Mathematics learned in the classroom, group activities and research tasks that incorporated real life examples through problem solving and by visualising through the use of diagrams were constantly implemented in our lessons.

HSIE Faculty Numeracy

In response to the use of numeracy in the classroom, staff have been using graphs and percentages (%) in History and Geography. An example has been students examining the availability of and usage of water in Australia as well as the study of tables, population, line and weather graphs. In year 10 History, Geography, Commerce and Work Education, the use of graphs, tables, statistics and percentages are also developed and used in many learning activities. While the faculty is continuing to introduce and apply more numeracy skills in all tasks undertaken by the students, it is nonetheless seeks to improve the literacy skills and numeracy abilities of all students and welcomes any whole school projects.

Science Faculty Numeracy

Science has incorporated targeted numeracy skill development in all of the topics covered in our stage 4 and stage 5 courses.

To develop scientific numeracy, all topics cover a range of numeracy activities. Again, these are based on the topic being covered. These are scaffolded tasks included in all topic booklets aimed at developing key scientific numeracy skills, such as: measuring, calculating, tabulating and graphing to name a few. In both stage 4 and stage 5, students undertake an Independent research project. This is a student directed scientific investigation that requires students to collect data and produce a scientific report. This project based, scaffolded topic, requires students to develop, utilise and analyse, their numeracy skills to produce a comprehensive, detailed and professional scientific report.

Music Faculty Numeracy

In the mandatory and elective courses the development of numeracy skills was evident in students developing an understanding of traditional notation, a symbol system that relies on developing an understanding of patterns and fractions. The development of skills in traditional notation in embedded in the Music content. In the music programs, the understanding of traditional notation, for example: Note values, counting the notes in both theory and practice help fine tune the preciseness of this system of counting which assists in the performances. Students will understand the relationship between time signatures and note values.

TAS and VA Faculty Numeracy

The TAS & VA Faculty has a key role in developing numeracy skills. Our focus is on practical application and use of numeric systems of measuring and units of measurement, size and proportions, budgets, costing, and estimating. We use manual exercises in measuring and integrate the use of spreadsheets from Google and Microsoft Excel to demonstrate and use these skills in the classroom.

PDHPE Faculty Numeracy

PDHPE continue to embed numeracy activities within their learning activities. Collaborating with the Successful Students action team to embed ACARA's National Numeracy Learning Progressions within their new programs. As a faculty we aim to provide students with opportunities to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations.

Support Unit Numeracy

As part of the Numeracy and literacy program, students use their numeracy skills acquired in class and demonstrate them in real life situations. Students take part in Community Access excursions where students travel to different venues across the city. During their literacy and numeracy lessons students visit local supermarkets to purchase the ingredients required for their Food Technology lessons, they then use their literacy and numeracy skills to follow a recipe and create the finished product.

Learning and Support

Students are supported by the Learning and Support

Teachers (LaST) with specific focus on supporting the boys who struggle with literacy and numeracy. The Learning and Support Teachers work one to one with boys or supporting whole class groups.

Learning and Support Teachers work with boys who have not achieved a pass in the minimum standards tests are supported to meet the minimum standard.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.>

There was significant support for the small number of Aboriginal students in 2018. Additional resources were provided for Learning and Support assistance and attendance at the school homework centre. Uniform provision was also provided as needed. Accommodation and support was given when students required well being support based on engagement and behaviour. All aboriginal students have Individual Education Plans and monitoring and support is provided throughout the year.

Parent/caregiver, student, teacher satisfaction

In 2018 student satisfaction data was obtained through the Tell Them from Me Survey. Students reported that they had a strong sense of belonging at school, however they did not feel that their culture was always understood. Teachers responses to professional learning demonstrated that they were supportive of the two professional learning sessions about Positive Behaviour for Learning (PBL) and training on Classroom Management. The initiatives that the school has undertaken has resulted in a positive response from students.

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, 3 Bridges initiatives 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

At 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 multicultural environment. 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