

# Georges River College Hurstville Boys Campus 2019 Annual Report



8813

## Introduction

The Annual Report for 2019 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.

### School contact details

Georges River College Hurstville Boys Campus

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9587 3199

### Message from the principal

written on behalf of Frank Abbas

( A/Principal 2019)

Kathy Klados | Principal

## 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 361 students with a support unit catering to the needs of students with an intellectual disability and/or Autism Spectrum Disorder.

High quality learning programs which focus on literacy and numeracy, the increasing use of technology, quality middle year boys' education programs and a high potential and gifted 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 wellbeing programs, including the Positive Behaviour for Learning (PBL) initiative and Social and Emotional Learning (SEL).

## 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 school plan and annual report.

Our self-assessment 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### 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.

#### Improvement Measures

- An increased number of students with high value add in literacy and numeracy.
- Increased number of students achieving the top 2 bands in NAPLAN – Reading and Writing.
- Increased number of students achieving the top 2 bands in NAPLAN – Numeracy.
- Reduced number of students in NAPLAN Reading, Writing and Numeracy who are below National Minimum Standards.
- Increased proportion of students working collaboratively and problem solving using self directed learning strategies.
- Increased number of students actively using ICT effectively in their learning.

#### Progress towards achieving improvement measures

##### Process 1: Literacy –Reading for Meaning, Writing for Purpose

This is a college-wide program that will be delivered by all Hurstville Boys Campus teachers. Teaching and learning programs to be developed and informed to ensure the explicit teaching of reading and writing skills.

Evaluation	Funds Expended (Resources)
<p>Units of work were reviewed and resources were developed to improve student skills through the "Reading for Meaning" and "Writing for a Purpose" program. Faculties focused on program development and shared strategies that focused on the explicit teaching of text types. Work samples from across all KLAs were collected and compiled into a Literacy workbook used in Year 7 and 8 HELP lessons.</p> <p><b>"Reading for Meaning, Writing for Purpose (RFMWFP)"</b></p> <p>This has been a whole college initiative focused on structured and scaffolded writing supported by College focused professional learning. External experts have supported the school to ensure consistency in teaching practice. This has involved working in collaboration with primary schools to backward map and help teachers develop a detailed and nuanced understanding of student literacy development, from Stage 2 to Stage 3. RFMWFP is embedded in programs and assessment tasks.</p> <p>An evaluation of the Literacy and Numeracy component of Year 7 and 8 HELP program took place in TERM 4, 2019.</p> <p>21% of boys at Hurstville Boys Campus achieved in the top 2 bands for writing in 2019. A 19% increase from 2018.</p> <p>19% of boys at Hurstville Boys Campus achieved in the top 2 bands for reading in 2019. A 12% increase from 2018.</p>	<p>Professional learning and staff release from class</p> <p>\$2000</p>

##### Process 2: STEAM project

A challenge-based learning project designed to develop students skills in problem-solving, critical

## Progress towards achieving improvement measures

**Process 2:** thinking, collaboration, creativity and communication.

Evaluation	Funds Expended (Resources)
<p>Students displayed aptitude in a broad range of enterprise skills which were incorporated throughout the STEAM projects. All students were able to meet the project deliverables in both major STEAM projects. Students demonstrated a solid understanding of ICT literacy skills including a significant capacity for working in teams, problem solving and creativity. Students celebrated their success by showcasing their projects at a STEAM ROSE assembly.</p> <p>100% of Year 7 students worked collaboratively by utilising ICT tools through Google classrooms. Whilst self-directed learning strategies were utilised to support problem-solving skills.</p>	<p>Planning time with all project-based class teachers \$ 2500</p>

**Process 3: Numeracy project**

A program designed to ensure the consistent teaching of numeracy in all KLA classrooms.

Evaluation	Funds Expended (Resources)
<p>Year 7 Best Start testing was completed for the first time in 2019. Evaluation of results identified students needing additional support in numeracy and literacy. Work samples from across all KLAs were collected and compiled into a Numeracy workbook used in Year 7 and 8 HELP lessons. College professional learning also provided opportunities for staff to work collaboratively and embed explicit teaching of assessment skills in numeracy.</p> <p>29% of boys at Hurstville Boys Campus achieved in the top 2 bands for numeracy in 2019. A 5% increase from 2018.</p> <p>Teacher programs, however, need further development including more explicit teaching strategies. Staff to be given time in 2020 to develop these. Additionally, program evaluation will need to take place in 2020.</p>	<p>Professional Development sessions were delivered to staff during staff development day</p>

## Next Steps

Further Literacy program development is required in 2020 to ensure all faculties have incorporated "Reading for Meaning, Writing for a Purpose" program. Staff to be given time in 2020 to further develop these and incorporate more explicit literacy strategies. Consultation with Numeracy and Literacy Consultants will also occur.

STEAM projects were reviewed in Term 4 2019, however, further refinement of major STEAM projects including timing and order of deliverables will need to occur in 2020. The creation of minor projects will also need to be established to enable consistency in skill development and extension of students.

The Colleges Numeracy Project in 2020 will focus on "Numbers 4 Learning" and "Numbers 4 Life" program. The College will utilise school services tailored support for this project. Additionally, program evaluations will need to take place in 2020 seeking feedback from both students and teachers.

Recommendations from the 2019 HELP program evaluation will be implemented into the program in 2020 with a greater focus on reading and numeracy.

## 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.

#### Improvement Measures

- Increased number of Visible Thinking/ Learning strategies evidenced in teaching and learning programs.
- Increased number of teachers implementing Visible Learning/Thinking strategies in classrooms.
- Increased number of teachers engaged in leading Professional Learning across the College.
- Increasing teacher capacity and STEAM teacher quality.

#### Progress towards achieving improvement measures

##### Process 1: REAL (Rigorous, Engaging, Authentic Learning) Project.

This incorporates professional learning that will be undertaken to incorporate innovative pedagogies across all KLAs with a specific focus on STEAM.

Evaluation	Funds Expended (Resources)
Five teachers were trained in the planning and delivery of STEAM resulting in increased teacher capacity to deliver the STEAM project. The STEAM team also allocated roles and responsibilities giving teachers ownership over program development, marking and assessment.	Program Planning Day to leverage the experience and skills of existing members and build the program based on the feedback from 2018.
Anecdotal evidence suggests teacher satisfaction in teaching the program is mixed, whilst some are keen to further develop their skills, expertise and autonomy when teaching these programs.	\$2500

##### Process 2: Visible Classroom

This is a project that involves professional learning for staff that will assist them to modify teaching and learning practices to provide a consistent approach in all classrooms by implementing learning intentions and success criteria to achieve lesson outcomes.

Evaluation	Funds Expended (Resources)
Visible Learning Action Team delivered professional learning on LISC to staff during Staff Development Days and staff meetings. They provided staff with strategies to implement such as 'See, Think Wonder', 'Colour Symbol Image', 'Tug of War', 'Claim Support Question', 'I used to think but now I think'.	Professional development took place during SDD2
These professional learning sessions highlighted how the visible learning strategies helped students improve their literacy skills, become independent learners, and take ownership of their learning through self-evaluation and self-reflection process.	
There has been a small increase in the number of Visible Thinking/ Learning strategies evidenced in teaching and learning programs. Only team members have integrated LISC into teaching practice at the beginning of each lesson. and collected evidence of impact. The project lost whole school momentum because of staff movement. Teachers needed more underlying pedagogy and research for buy-in."	

## Progress towards achieving improvement measures

Visible Action Team engaged in leading Professional Learning across the College.	
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## Next Steps

Teachers will need further skill development in the STEAM project especially new teachers. There will also need to be a bigger focus on differentiation to support lower ability students in each mini-project.

Further professional development for all the staff is required in LISC if they are to develop knowledge and understanding of "Visible Learning". External providers to be sought eg Corwin who will be able to provide expert pedagogical knowledge using evidenced-based research.

## 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.

#### Improvement Measures

- Students feel more connected to their school community as measured by the Tell Them From Me Survey.
- A reduction in the number of students late to school.
- Reduced suspension rates.
- Attendance rates to be at or above state average for students.
- Increased engagement and number of wellbeing activities for staff.
- Decrease in staff absences.
- Increased participation by parents/carers in school life.

#### Progress towards achieving improvement measures

##### Process 1: Fit for Excellence

A holistic approach to improve staff and student wellbeing.

Evaluation	Funds Expended (Resources)
<p><b>NESLI Wellbeing Program</b></p> <p>All staff participated in NESLI Wellbeing Toolkit to enable staff to take a proactive approach to their wellbeing and develop mindsets and behaviours which will support them through challenging times. Staff worked collaboratively on how best to support their colleague's health and wellbeing. External facilitators also assisted staff with practical ways to increase their wellbeing. These consisted of Tai Chi and mindfulness sessions during staff development days.</p> <p><b>3 Bridges</b></p> <p>The implementation of the Student Wellbeing and Engagement Program consisting of youth workers from 3 Bridges facilitates student wellbeing and engagement programs for at-risk students 3 days per week. This program has led to a number of students engaging more at school and completing their ROSA. The school also employed a qualified youth worker through the National Chaplaincy program also contributing to increased numbers of students self-referring for support. In 2019, 304 students self referred to the 3 Bridges youth worker.</p> <p>There has been a 12% reduction of student suspensions in 2019 compared to 2018.</p> <p><b>The Tough Guys program</b></p> <p>The Tough Guys program was developed in Term 4, 2019 by staff to teach boys how to manage their emotions and develop strategies in how to manage their emotions to increase engagement and reduce negative incidents. This is delivered to all Year 7 students by their Year Advisor during HELP lessons and focuses on their <i>Social and Emotional Learning</i>.</p>	<p>Staff were provided with teacher professional time during staff and faculty meeting and twilight sessions..</p> <p>NESLI Wellbeing online module was utilised.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• 3 Bridges staff (\$21000.00)</li><li>• Professional Learning (\$2500.00)</li><li>• Attendance Coordinator (\$12500.00)</li></ul>

## Progress towards achieving improvement measures

### Attendance

The school introduced the Attendance Coordinator role in 2019. This role has not clearly defined. The wellbeing team also targeted "students at risk" and focused on using "early intervention strategies" that had been developed collaboratively with the HSLO.

There has been an improvement in student attendance with a 12 % increase of students attending school in 2019 compared to 2018.

### Process 2: Growth Mindset

An approach to develop a positive connection for staff and students within and across campuses and with the broader school community.

Evaluation	Funds Expended (Resources)
<p><b>GRIT</b></p> <p>The Georges River Integrated Transition Program (GRIT) was developed in 2019 to reduce high levels of anxiety and low levels of connectedness with Year 7. The program will be implemented in 2020 and focuses on student-led conferences that improve their abilities to articulate their learning goals and progress. The program will combine cross-curricula elements from PDHPE, HSIE, English and the PBL program. Students will also learn about the history of the school.</p>	Consultancy and staff training \$2100

## Next Steps

The Connected Communities Action Team will continue to focus on staff and student wellbeing in 2020. College professional learning will also target staff wellbeing in 2020. The implementation of role statements for all staff and more equitable distribution of workloads across the school community will further support staff. PERMAH introduction was delayed in 2019 however the development of the school implementation framework for the PERMAH model will be ready for implementation in 2020. Emphasis will be placed on developing the school's discipline procedures with an emphasis on the PBL values of the school to support greater consistency around behaviour across the school.

The 3 Bridges' Youth Workers Program will be evaluated in 2020 to determine its impact. This may lead to an increase in additional days to support more of our students.

A greater emphasis will be placed on developing a clear role statement for the Attendance Coordinator including procedures and processes to support attendance monitoring. Both positive and negative attendance letters will be introduced in 2020. Greater involvement with the Year advisers and HSLO in school procedure development will also take place SASS staff will also be utilised in this process to monitor and evaluate patterns and trends in attendance so as to increase parent engagement and subsequently increase the schools overall attendance.

The social and emotional modules introduced in the Year 7 and 8 HELP program will continue to be evaluated and ensure they better support our students to connect succeed and thrive. The GRIT program will be implemented as a pilot program and evaluated at the end of 2020 with the possibility of having it extended to Year 8 in 2021.

Students, parents and staff will complete the TTFM survey in 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1499	<p>Personalised Learning Pathways Plans (PLP) were reviewed for each ATSI student reflecting their current and future educational goals including literacy, social well being and strategies to improve student learning. This has also led to greater engagement by students and increased confidence.</p> <p>Additionally both students were provided with an opportunity to travel with a group of students to Anaheim land to live with members of the local Aboriginal community and be immersed in their way of life and culture. One student participated in the subsidised excursion. Anecdotal evidence suggests that the experience was not only valuable in enabling the student to form a connection with his culture but has now formed friendships with other ATSI students across the college. He is also more willing to participate in joint GRC ATSI initiatives.</p>
<b>English language proficiency</b>	\$137,617 EAL/D teacher	<p>Year 9 and 10 ESL classes were established to support EALD students. Additionally an EAL/D specific elective English Skills course was also offered <i>English for Success</i> with a language development focus through engaging content. This course, comprised of four units of work, designed to offer clearly outlined content, quality criteria and skills with an emphasis on language/grammar. Students felt supported and were able to build on the foundations of the English language. Students were also better supported in their wellbeing and their transition to Oatley Senior Campus due to improved strategies for sharing student information.</p>
<b>Low level adjustment for disability</b>	\$194,422 1.3 FTE LaST teachers	<p>The school's allocated 1.3 FTE LaST was able to provide more intensive support to students. The LaST supported staff in the differentiation of coursework and tasks. Student Behaviour Support Plans (SBSP) were also developed to compliment the school's welfare and discipline practices and procedures. Personalised Learning and Support Plan (PLaSP) were also developed to support student learning needs and improve student learning outcomes. Students were also able to maintain integrated and productive interactions across their learning. This allowed for more settled students and increased engagement. Staff were also able to build stronger collegial relationships and transfer strategies to further support students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	N/A (Primary School Focus)	N/A (Primary School Focus)
<b>Socio-economic background</b>	\$74,797	<p>This equity funding provided a wider range of students with their learning needs supported with remedial strategies beyond what staffing entitlement alone could otherwise provide. Contingency funds supported students in relation to participating in educational</p>

<b>Socio-economic background</b>	\$74,797	opportunities, acquiring essential resources, accessing external agency support, uniform support and staffing a homework centre.
<b>Support for beginning teachers</b>	\$14,130	<p>Beginning teachers are supported with mentoring by the Deputy Principal in a fortnightly, timetabled meeting. Induction using the Department of Education framework Strong Start, Great Teachers document supports and assists in providing quality school based induction for beginning teachers. Teachers are supported and provided with information on the processes and requirements for the mandatory level of teacher accreditation at proficient through links to the NESA website and Department of Education policies and procedures as well as workshops on developing reflections on teaching practice. Early career teachers are mentored through a suite of quality registered professional learning in their regular meetings with the DP.</p> <p>Professional Learning for Early Career teachers has also focused on learning and behaviour management. Staff are supported through mentoring, feedback and discussion about classroom management. Beginning teachers have become more confident classroom practitioners able to take more risks in their teaching and learning.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$1,695	A two period allocation per cycle was allocated to support Refugee and new arrivals. In Year 8, 9 and 10. This provided students with in class targeted support, through a team teaching model. Students have felt supported and now understand the support available, being organised with classwork and how to access services they may need.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	361	358	352	343
Girls	0	0	0	0

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.3	89.7	91.6	89.9
8	89.4	91	88.8	86.8
9	90.1	83.4	86	87.7
10	86.7	87.6	84.8	83.2
All Years	90.1	87.9	87.8	86.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

### Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	86	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Hurstville Boys Campus undertook vocational education and training in 2019.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	22.27
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	9.98
Other Positions	3

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	464,564
<b>Revenue</b>	6,456,854
Appropriation	6,190,357
Sale of Goods and Services	65,794
Grants and contributions	191,589
Investment income	5,367
Other revenue	3,748
<b>Expenses</b>	-6,581,077
Employee related	-5,804,572
Operating expenses	-776,505
<b>Surplus / deficit for the year</b>	-124,223

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	899,965
<b>Equity Total</b>	413,497
Equity - Aboriginal	1,499
Equity - Socio-economic	74,797
Equity - Language	137,617
Equity - Disability	199,584
<b>Base Total</b>	3,822,474
Base - Per Capita	85,619
Base - Location	0
Base - Other	3,736,854
<b>Other Total</b>	942,491
<b>Grand Total</b>	6,078,427

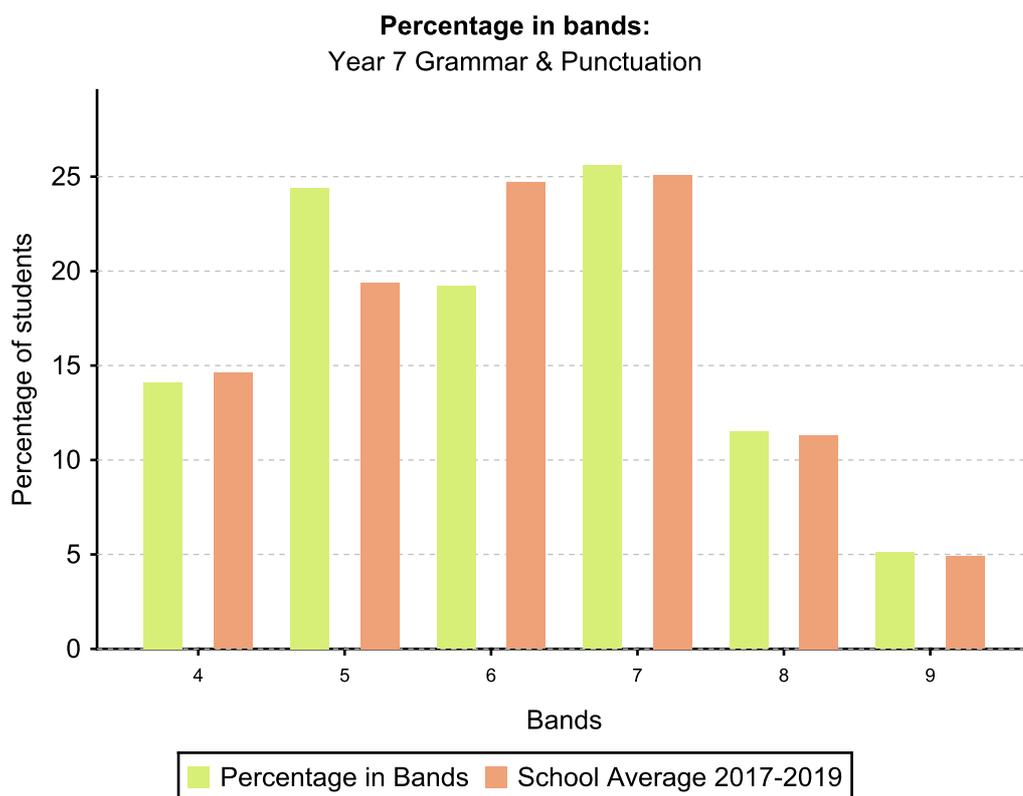
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

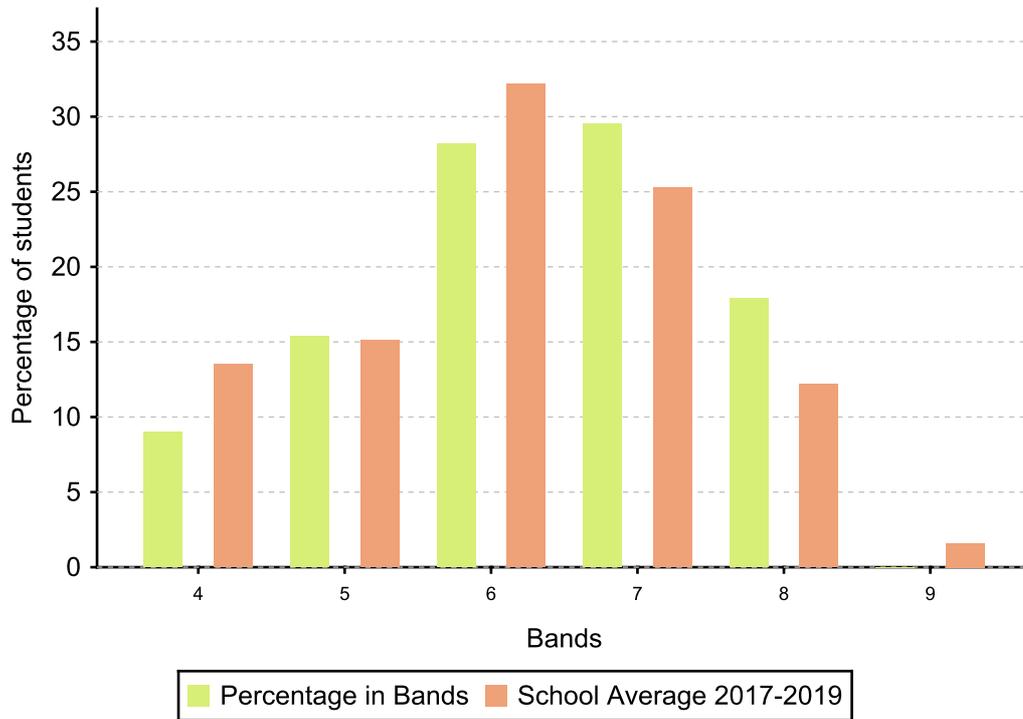
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



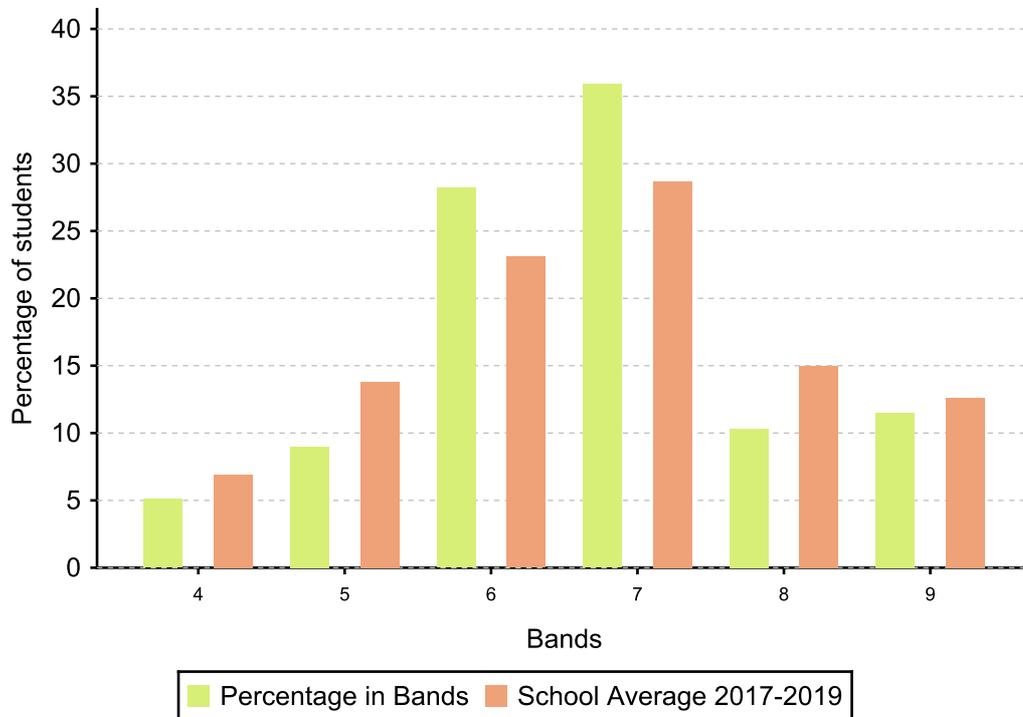
Band	4	5	6	7	8	9
Percentage of students	14.1	24.4	19.2	25.6	11.5	5.1
School avg 2017-2019	14.6	19.4	24.7	25.1	11.3	4.9

**Percentage in bands:  
Year 7 Reading**



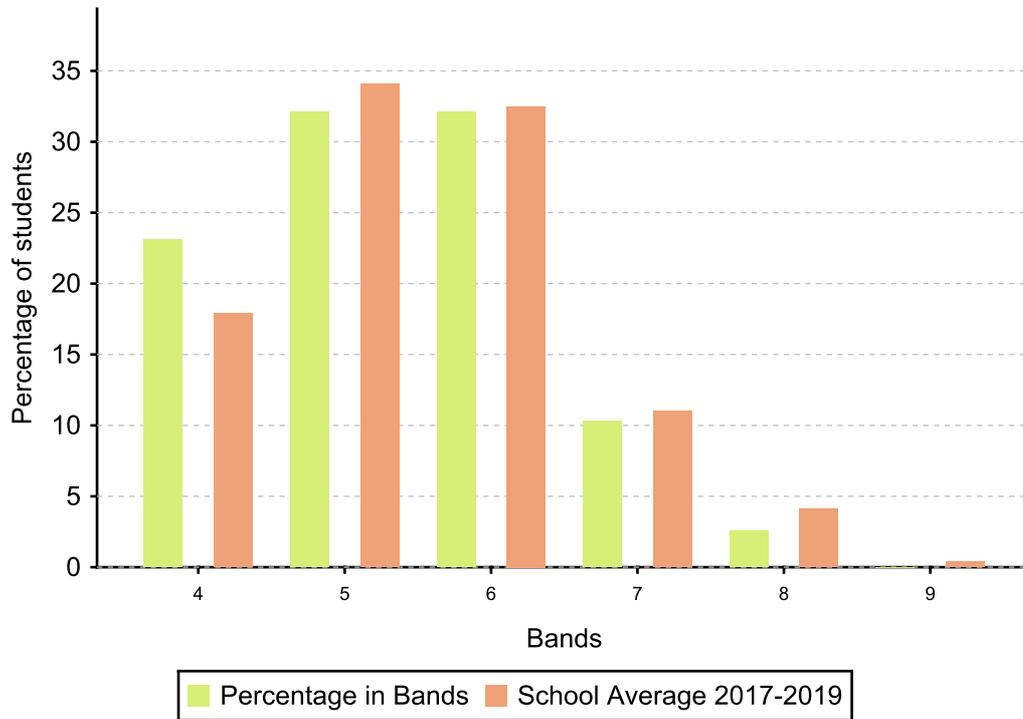
Band	4	5	6	7	8	9
Percentage of students	9.0	15.4	28.2	29.5	17.9	0.0
School avg 2017-2019	13.5	15.1	32.2	25.3	12.2	1.6

**Percentage in bands:  
Year 7 Spelling**



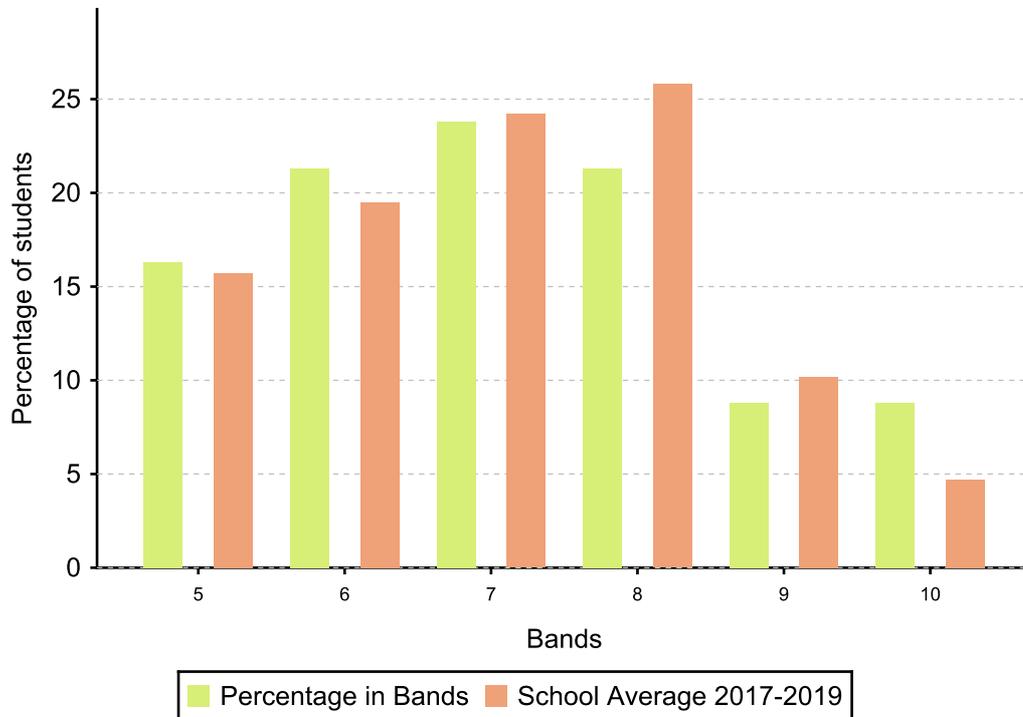
Band	4	5	6	7	8	9
Percentage of students	5.1	9.0	28.2	35.9	10.3	11.5
School avg 2017-2019	6.9	13.8	23.1	28.7	15	12.6

**Percentage in bands:**  
Year 7 Writing



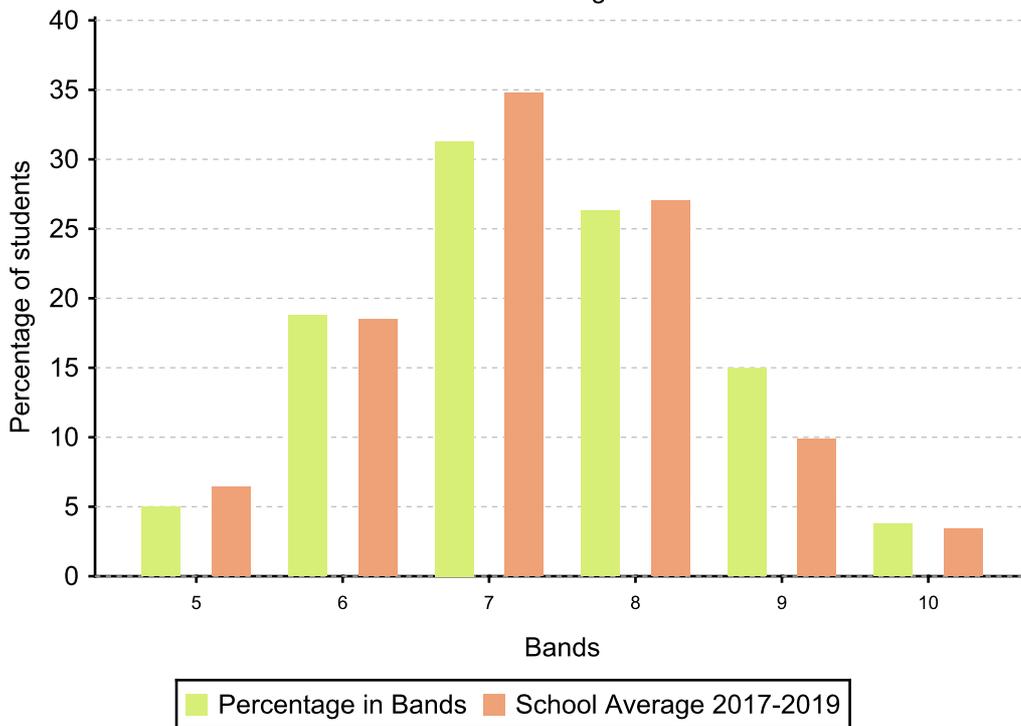
Band	4	5	6	7	8	9
Percentage of students	23.1	32.1	32.1	10.3	2.6	0.0
School avg 2017-2019	17.9	34.1	32.5	11	4.1	0.4

**Percentage in bands:**  
Year 9 Grammar & Punctuation



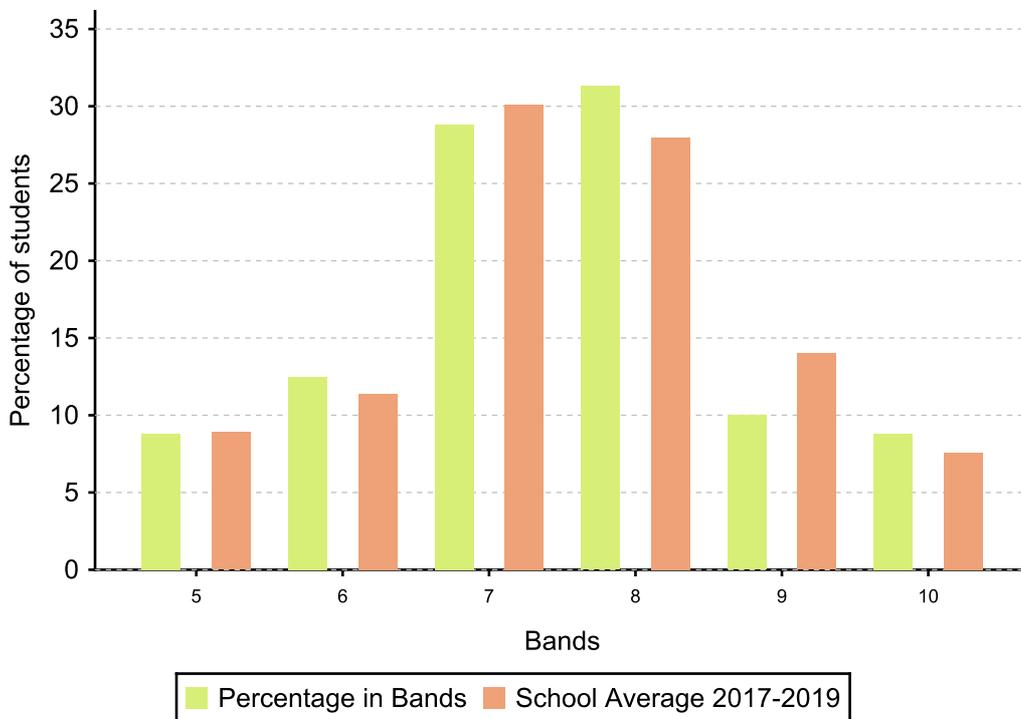
Band	5	6	7	8	9	10
Percentage of students	16.3	21.3	23.8	21.3	8.8	8.8
School avg 2017-2019	15.7	19.5	24.2	25.8	10.2	4.7

**Percentage in bands:  
Year 9 Reading**



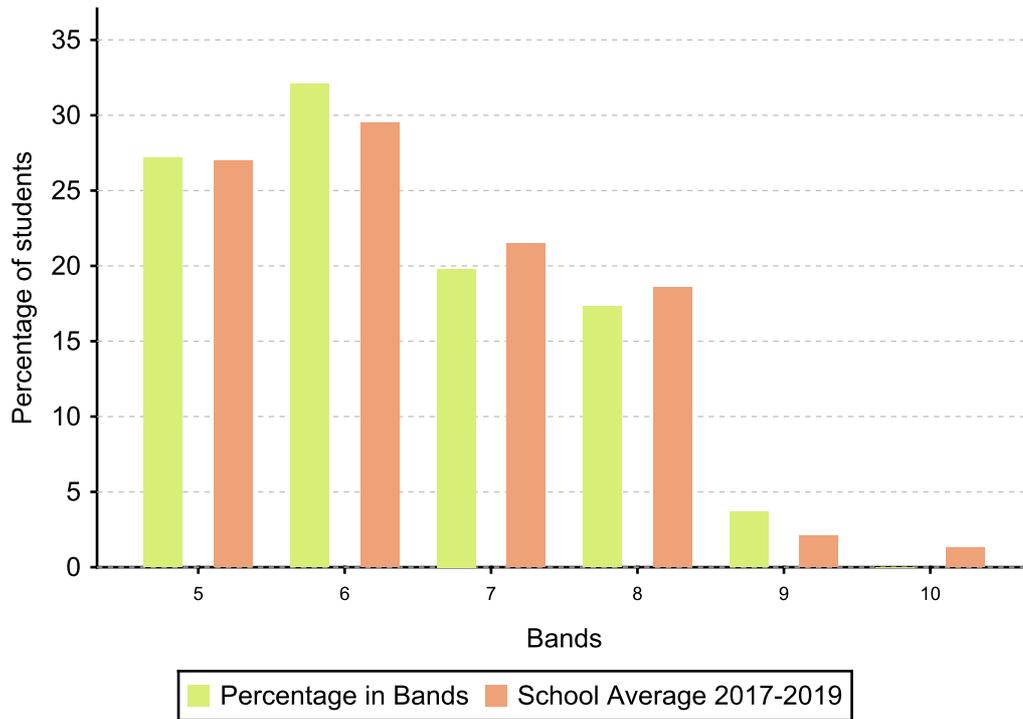
Band	5	6	7	8	9	10
Percentage of students	5.0	18.8	31.3	26.3	15.0	3.8
School avg 2017-2019	6.4	18.5	34.8	27	9.9	3.4

**Percentage in bands:  
Year 9 Spelling**



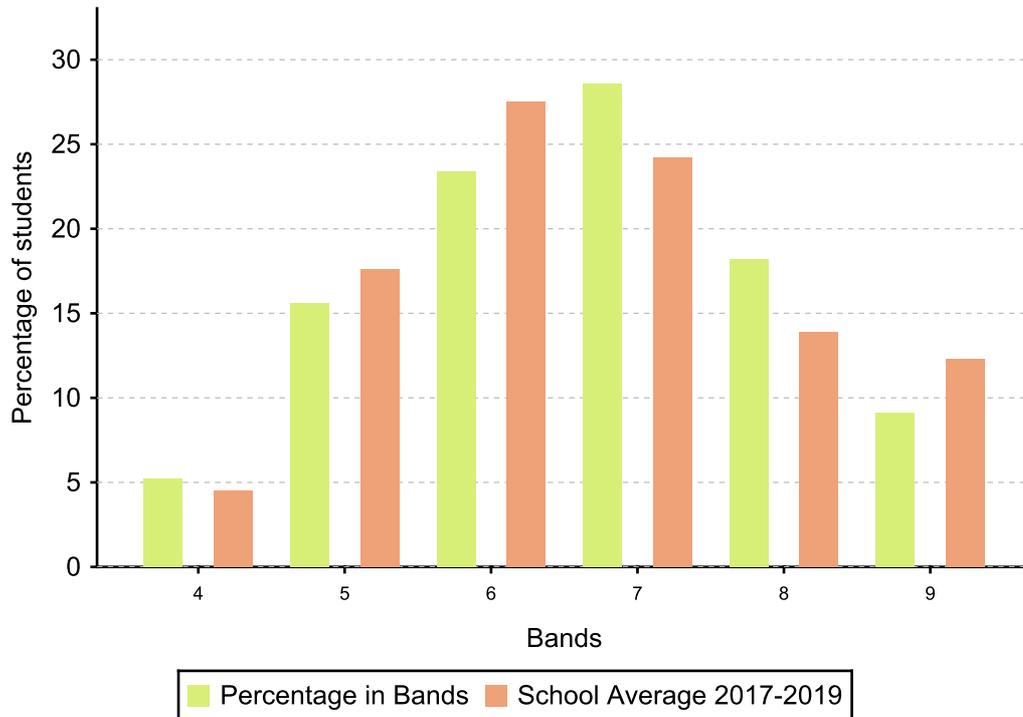
Band	5	6	7	8	9	10
Percentage of students	8.8	12.5	28.8	31.3	10.0	8.8
School avg 2017-2019	8.9	11.4	30.1	28	14	7.6

**Percentage in bands:**  
Year 9 Writing



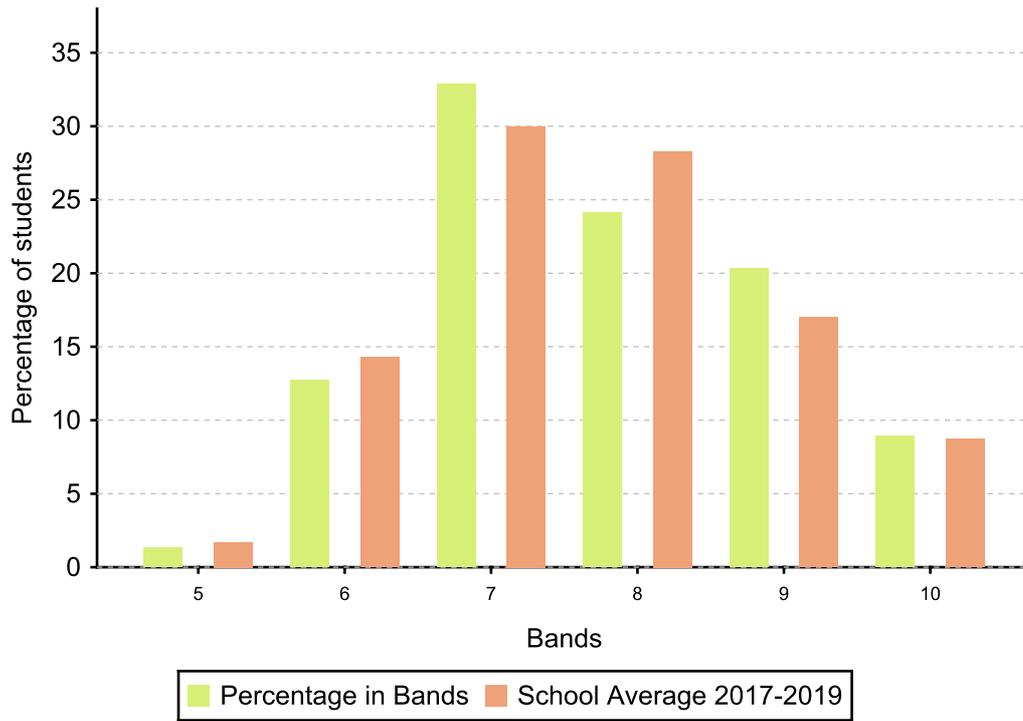
Band	5	6	7	8	9	10
Percentage of students	27.2	32.1	19.8	17.3	3.7	0.0
School avg 2017-2019	27	29.5	21.5	18.6	2.1	1.3

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.2	15.6	23.4	28.6	18.2	9.1
School avg 2017-2019	4.5	17.6	27.5	24.2	13.9	12.3

**Percentage in bands:**  
Year 9 Numeracy



<b>Band</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Percentage of students	1.3	12.7	32.9	24.1	20.3	8.9
School avg 2017-2019	1.7	14.3	30	28.3	17	8.7

## Parent/caregiver, student, teacher satisfaction

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. Parents are also involved in their child's learning and provide feedback when developing individual learning plans. 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 Policy

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

Evidence of effective implementation of the policy included:

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

Hurstville Boys Campus is committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students and educating all students about Aboriginal Australia. Each faculty incorporates Aboriginal perspectives into their teaching and learning programs.

## Anti-Racism Policy

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

At 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. Hurstville Boys Campus has an ARCO Officer who is trained to respond to these concerns.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

At Hurstville Boys Campus, multicultural diversity is celebrated. Ninety 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.