

Hurstville Grove Infants School

Annual Report



2017



5195

Introduction

The Annual Report for **2017** is provided to the community of **Hurstville Grove Infants School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

Kylie McKinnon

Principal

School contact details

Hurstville Grove Infants School

81 Landsdowne St

Penshurst, 2222

www.hurstvilgr-p.schools.nsw.edu.au

hurstvilgr-p.School@det.nsw.edu.au

9580 5361

Message from the Principal

Hurstville Grove Infants School is driven by a team of experienced and dedicated teachers and staff who excel in nurturing and inspiring students within a small, safe and stimulating learning environment. It is known amongst the broader community for its wellbeing and visible learning practices. Enrolment trends have shifted in the last 12 months with an increase of local enrolments due to the development of valued partnerships across the community.

During 2017, Hurstville Grove Infants Schools system wide approach to school excellence was externally validated. I have supported the school in its commitment to provide quality teaching programs, increase student outcomes and effectively support student wellbeing which is reflected in the schools progress through the 2015–17 school plan.

We look forward to continuing to enhance the educational opportunities of our students through our strategic planning and school priorities for 2018.

Kylie McKinnon

School background

School vision statement

Hurstville Grove Infants School will be known in the wider community for its commitment to the foundations of education as we **'Build, Nurture and Inspire the Future'**.

We will do this via:

- Students who are respectful, responsible learners with a moral compass that will enable them to become active and informed citizens of society.
- Students who strive for success by reflecting on feedback to inform future learning intentions.
- Teachers who utilise future focused teaching and learning strategies to motivate and inspire successful learners who are resilient, confident, collaborative, critical and creative individuals.
- Teachers who prioritise student wellbeing and celebrate the success of individual learners by providing:
 - clear learning intentions;
 - effective and visible feedback; and by
 - encouraging a growth mindset
- Teachers who are confident in their skills and practice as they attend regular professional learning to innovate and differentiate quality teaching programs as well as challenge, motivate and maximise the potential of every student.
- Leadership that is visionary and forward thinking to support best practice and current pedagogy.
- A community that is well informed and committed as there is a strong sense of trust, mutual respect and belonging.

School context

Hurstville Grove Infants School has an enrolment of 51 students, including 60.8% from a non-English speaking background and is a dynamic, caring and stimulating learning community.

The school has a shared vision that focuses on 'Building a Learning Community'. The school prides itself in its practice to provide quality early childhood education that fosters independent, respectful and responsible learners within a safe and nurturing learning environment.

There is a strong focus on inclusion and student wellbeing that is reinforced through Individual Learning Plans, the delivery of differentiated teaching programs and the school's universal practice of Positive Behaviour for Learning.

Hurstville Grove Infants School students enjoy upgraded classroom environments with Future Focused furniture and a spacious playground that is welcoming and inclusive of soft-fall, fixed equipment, a large sandpit and interactive gardens. The school values its positive relationship with the community and its active Parents and Citizens Association.

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 external validation report showed that In the three domains of Learning, Teaching and Leading the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence

Framework. The results of this process indicated:

In the domain of Learning

In the SEF domain of Learning, the school is primarily Sustaining and Growing, with a focus on 'growing'. The exception to this was in the element of Wellbeing where we as a school believe at this point in time we are Excelling. In the domain of Learning our focus was on visible learning and formative assessment practices that were complimented by our positive, inclusive and universal Positive Behaviour for Learning initiatives.

In the domain of Teaching

The outcome of the schools SEF assessment in the domain of teaching, indicated that we are primarily Sustaining and Growing with strengths in Effective Classroom Practice and Professional Standards where evidence indicates we are Excelling. Teachers continue to strengthen collegial supports among one another through collaboration and feedback to enhance teaching and learning practices. They give priority to evidence based teaching strategies that are aligned to the schools vision, strategic directions and annual plans.

In the domain of Leading

The result of the self-evaluation process indicated that in the elements Leadership and Management Practices and Processes the school is Excelling while evidence suggests we are currently Sustaining and Growing in the elements of School Planning Implementation and Reporting; and School Resources. In the domain of Leading the school has a culture of high expectations and community engagement to promote whole school improvement that aligns to the school vision and strategic directions. It is committed to the development of leadership skills in all staff and students. The schools leadership approach encourages school self-reflection on performance and promotes progressive planning, distributive leadership and organisational practice

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

Building Student Learning

Purpose

To build confident and resilient learners that reflect on feedback to inform future learning and success.

Overall summary of progress

Hurstville Grove Infants School has been successful in meeting strategic Direction 1, 'Building Student Learning' is aligned with the Melbourne Declaration in that our school promotes equity and excellence for our students via our 'Personalised Learning' and 'Future Focused Learning' projects. HGIS was externally validated at Excelling in Wellbeing and Sustaining and Growing for Curriculum and Learning; and Assessment and Reporting against the School Excellence Framework. The school NAPLAN results saw value added growth across all areas, with particular improvement in reading and writing compared to past trends. Quality and future focused teaching and learning programs at Hurstville Grove Infants School have resulted in a greater awareness of the success criteria associated with personal learning goals which has enhanced student outcomes, with internal and external assessment measures indicating that 84% at or above state expectations along the literacy and numeracy continuums. There has been impressive progress in students skill development of applying and using the 4C's (Communication, Collaboration, Critical Thinking and Creativity) to enhance all aspects of their learning; the introduction of STEAM based initiatives has been a positive platform to grow these skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieving or exceeding expected growth along the learning continuums as recorded via PLAN.	\$4,805 Professional Learning	PLAN data indicated that 84% of our students when averaged out from Kindergarten to Year 2 are achieving or exceeding expected cluster markers in reading and writing and that 22% of our students are exceeding in Early Arithmetic Strategies along the learning continuums.
An increasing proportion of students achieving or exceeding expected growth against the schools '4C's of Learning Progressions and Capabilities.'	\$14,605 Interactive Whiteboards \$2,655 Robots	The school embedded longitudinal STEAM based initiatives to enhance students skill set in the use of the 4 super skills for the future (Communication, Collaboration, Critical Thinking and Creativity). Internal performance data indicates that 75% of Kindergarten students have progressed from 'Entry' level to 'Developing', 60% of Year 1 students have progressed from 'Developing' to 'Approaching'; and that 30% of year 2 students are working at 'Ideal' against the schools 4C's Learning Progressions Framework.

Next Steps

To develop a learning culture that is responsive to the personalised needs of all students so that they have full access to the curriculum, enabling them to connect, succeed, thrive and learn. Through expert teaching and the implementation of evidence based practices students will demonstrate significant value added growth driven by their individual learning goals and the practice of visible learning systems to track and celebrate this academic success. Students will be motivated and engaged through collaboration, creativity, critical thinking and communication experiences that harness the integration of STEAM based projects.

Strategic Direction 2

Building Teachers and Leaders

Purpose

To build confident and committed practitioners with programs that are driven by research based best practices to maximise student learning.

Overall summary of progress

The school progress in strategic direction 2 'Building Teachers and Leaders' has been underpinned by the schools 'Evaluative and Collaborative' project. The project through targeted professional learning has inspired innovative teachers to implement the most effective teaching methods to positively impact on student outcomes. HGIS was externally validated at Excelling in 'Effective Classroom Practice', 'Professional Standards' and 'Leadership' against the School Excellence Framework. Teachers strive to achieve the schools vision and while self motivated and engaged in their own pursuits to improve on their practice, they effectively collaborate and contribute to deliver on school priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are confident in and effectively deliver differentiated teaching and learning programs to enhance students outcomes in literacy and numeracy.	\$2,020 Collaborative Planning	Collaborative planning opportunities along with 5 weekly learning reviews of student progress has seen all teachers increase the quality of their teaching programs that reflect highly differentiated and targeted learning cycles. This has been inclusive of negotiated student learning goals, collaborative and consistent moderation of assessment for future planning, formative assessment strategies, a teach and release methodology, timely feedback between staff and students and peer collegial observation and sharing sessions.
100% of teachers negotiate and track learning goals with their students and reflect this via class Bump It Up Walls.	0	100% of classes are indicative of the interactive visual learning walls that drive teaching and learning outcomes. 70% of students can articulate their learning goals and teachers celebrate the success of these goals individually and collectively. New goals are guided by teachers and negotiated with students. This has seen a huge shift in mindset, motivation and engagement.
100% of staff will work towards achieving and review professional learning goals which meet the Australian Professional Standards for Teachers.	\$3,566 QTSS	Internal assessment data indicates that 84% of students have achieved at or beyond state expectations against learning continuums.
Staff leadership against the SEF moves from 'Working Towards Delivering' to 'Sustaining and Growing'.	0	The schools self assessment in Leading against the SEF indicated that in the elements of 'leadership' and 'Management Practices and Processes' staff have exceeded their predicted growth as they were Externally Validated at Excelling. And, in the other two elements of Leading staff achieved their target and were Externally Validated as Sustaining and Delivering. Distributive leadership practices assisted in delivering on this goal.

Next Steps

To empower and increase the expertise of staff and parent/carers via collaborative and community connected practices that share excellence, build teacher, parent and leader capacity. This will enhance the learning opportunities and achievements for students as the curriculum is delivered by expert teachers who consistently evaluate, refine and grow in their practice.



Strategic Direction 3

Building A Learning Community

Purpose

To strengthen effective and lateral partnerships with a well informed, involved and supportive school community that will have maximum impact on student learning and wellbeing.

Overall summary of progress

The school community is supportive of the schools vision and values and they have a shared responsibility in supporting their children's success in their learning. The school has worked hard to strengthen effective and meaningful community partnerships with local schools and businesses to ensure quality teachers who deliver evidence based teaching and learning programs that see improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent/community support to deliver on school priorities to increase from 1 in 2015 to 20+ in 2017.	0	Confident and cohesive relationships have been established with the school community with 90% families supporting the life of the school in some capacity. <ul style="list-style-type: none"> • 20 parent tutors supported the BEAR reading program. • 94% of families supported P&C initiatives • 38% of families contributed to surveys (TTFM) and school planning forums.
Parents support for their child's learning at home increases in 2017 from 2016 as per the 'Tell Them From Me Survey'	0	
The school develops effective communities of practice that provide staff with greater opportunities to inform practice via targeted evidenced based professional learning.	0	The school has actively participated in two communities of practice, this has created greater confidence in staff and their capacity as they have presented and reported on best practices as well as engaged in 24hrs of evidenced based professional learning with the staff of these established communities. Furthermore, the quality of teachers practice has seen 4 schools and DoE consultants come and observe teaching practice in action across the school.
School enrolments in Kindergarten to increase by 20%.	\$1,235 Promotional Products	There has been significant shift in Kindergarten enrolments from 2016 (16 enrolments) to 2017 (24 enrolments). This is an increase off 66%.
decreased number of negative incidents recorded – 92 separate SENTRAL incident entries in 2016 to less than 60 in 2017.	\$1,150 Sentral	Negative behaviour incidents recorded in SENTRAL have decreased by 47% (from 92 separate incidents during 2016 to 49 separate incidents during 2017). Our school wide PBL practices have seen positive behaviour incidents recorded in SENTRAL have increased by 87% (from 118 separate incidents during 2016 to 221 separate incidents during 2017).
Growth against the 'Wellbeing' element of the School Excellence Framework. There will be a significant shift from 'Delivering' in	\$3,535 Literacy & Numeracy Funds	The External Validation process confirmed significant growth against the 'Wellbeing' element of the School Excellence Framework (from Delivering in 2015 to Excelling in 2017).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2015 to 'Excelling' in 2017.		The External Validation process confirmed significant growth against the 'Wellbeing' element of the School Excellence Framework (from Delivering in 2015 to Excelling in 2017).

Next Steps

To empower and increase the expertise of staff and parent/carers via collaborative and community connected practices that share excellence, build teacher, parent and leader capacity. This will enhance the learning opportunities and achievements for students as the curriculum is delivered by expert teachers who consistently evaluate, refine and grow in their practice.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$33,621	The provision of increased instructional time, small targeted focus groups and future focused learning spaces has resulted in all students achieving their individual learning goals and stage expectations.
Low level adjustment for disability	\$14,395	Equal access to the curriculum was facilitated through Individual Learning Programs and curriculum differentiation. LaST support was provided both in class and through small group tutoring.
Quality Teaching, Successful Students (QTSS)	\$3,555	Release time was provided for collaborative planning and the ongoing Performance and Development process.
Socio-economic background	\$2,215	Inclusivity was supported by subsidizing textbook and excursion costs for qualifying families experiencing financial hardship.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	34	33	30	30
Girls	29	18	21	22

School enrolments are determined by local enrolment boundaries that are shared with Mortdale PS and Hurstville South PS. Successful transition programs into Kindergarten and as students exit the school into other settings in preparation for Year 3 continue to be highly regarded by the school community.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.9	95.9	96
1	95.3	96.7	89.4	95.1
2	95.4	97.8	95.5	92.8
All Years	95.7	96.6	93	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

Management of non-attendance

Due to the enrolment size of the school, overall attendance rates can be influenced by individual variances. The school continues its strong working relationship with Educational Services to monitor and support improved student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

There are no Aboriginal staff members at Hurstville Grove Infants School.

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	

Professional learning and teacher accreditation

During 2017 all staff at Hurstville Grove Infants participated in targeted professional learning to build staff capacity to achieve key priorities as set out in our School Plan.

Targeted whole school professional learning opportunities were inclusive of:

- External Validation
- Language, Learning & Literacy (L3)
- Future Focused Learning
- Formative Assessment
- Geography syllabus for the Australian curriculum
- Mathematic Key Ideas
- Personalised Learning
- Milestone
- Robotics and coding
- CPR
- Anaphylaxis
- Child Protection
- Code of Conduct

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 (\$)
Opening Balance	235,404
Revenue	862,075
Appropriation	786,756
Sale of Goods and Services	12,954
Grants and Contributions	58,860
Gain and Loss	0
Other Revenue	0
Investment Income	3,504
Expenses	-797,495
Recurrent Expenses	-797,495
Employee Related	-675,366
Operating Expenses	-122,129
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	64,580
Balance Carried Forward	299,983

The financial summary table covers 12 months (1st January 2017 to 31st December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	578,873
Base Per Capita	7,794
Base Location	0
Other Base	571,079
Equity Total	50,141
Equity Aboriginal	0
Equity Socio economic	2,125
Equity Language	33,621
Equity Disability	14,395
Targeted Total	159,311
Other Total	3,562
Grand Total	791,887

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.

Parent/caregiver, student, teacher satisfaction

Teachers and parents of the school community were invited to participate in the Tell Them From Me (TTFM) Survey in October 2017. The TTFM survey was completed by 100% of teachers, however this data with a spread of three teachers who effectively collaborate and collectively have a strong learning culture was not surprising. There was an increase in the number of parents who responded to the TTFM survey in 2017 from 2016 data. Of the responses collected parents identified strengths of the school as having a strong sense of inclusivity, support of behaviour, parents feeling welcome and safety at school.

Parents actively participated in a number of forums throughout the year to learn about aspects of their child's education. 85% of the parent population actively support school priorities and P&C initiatives. Staff and 26% of the parent community contribute to the review and resetting of school priorities in preparation for the development of the 2018–20 school plan.



Policy requirements

Aboriginal education

In 2017 there were no Aboriginal students at Hurstville Grove Infants School.

We continue to recognise traditional ownership of our land at school assemblies and acknowledge Aboriginal culture through artworks, stories, dance and songs.

Classroom teachers embed cross-curriculum priorities encompassing Aboriginal and Torres–Strait histories and cultures into their teaching and learning programs.



Multicultural and anti-racism education

Hurstville Grove Infants is committed to developing understanding and tolerance of cultural and religious diversity. Our student population is comprised of 14 different cultural backgrounds with 59% of students coming from a language and cultural background other than English. Our school promotes an inclusive environment for students, staff and our broader school community.

At Hurstville Grove Infants, the services of our trained Anti–Racism Contact Officer have to date not been required.

During 2017, significant cultural events such as NAIDOC week, Christmas, Harmony Day, ANZAC Day, Easter were recognised and celebrated or commemorated at our school.