Our school at a glance

Students
We continued to grow in school enrolments throughout the year and currently stand at 1088. 92% of this large and diverse community come from backgrounds other than English, and of that, 90% speak Mandarin or Cantonese. In line with schools in our immediate region, Kindergarten enrolments are increasing. There were 161 Kindergarten students enrolled this year and we are expecting similar numbers in 2013. The students excelled in a wide variety of academic, sporting and cultural activities and were given opportunity to develop their skills, interests and talents throughout the whole year.

Staff
There are specialist teachers, learning support teachers, teachers who teach English as a second language, community language teachers and classroom teachers and there are 9 executive teachers as well. The staff along with administration staff, teacher’s aides, and other support personnel makes Hurstville Public School a dynamic place in which to work. All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives
• Information Technology
• TENS Mathematics program

Student achievement in 2012
Our superb results in NAPLAN are reflective of many factors including quality teaching and learning programs, dedicated staff and reflective practices.

Achievement highlights were:
Year 5 (157 students) have improved by 43 scale scores from the 2011 data in the test aspect of Grammar and Punctuation.
Year 5 Girls (78 students) are 114 scale scores above the state average in the test aspect of Grammar & Punctuation.

Year 5 Boys (80 students) have shown a decrease of 20 scale scores from the 2011 data in the aspect test of Numeracy.
Year 5 Girls (79 students) are 3 scale scores below the state average growth in the test aspect of Reading.

The following table shows our student results in terms of percentages of students achieving at or above national minimum standard (exempt students excluded).

<table>
<thead>
<tr>
<th>2012</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>93.9%</td>
<td>93.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>93.8%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.7%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.7%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.4%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

Messages
Principal’s message
I am very pleased to be presenting this report as the new principal of Hurstville Public School. Recognition must go to my predecessor for all the great work done over the previous years. It has been another busy and productive year with many new and exciting innovations taking place. I was very impressed with the data gathered after this year’s NAPLAN test results were published. What great results our school achieved. One could not be helped but be impressed with the results. We have an excellent base on which to build. This is important because over the next few years we will be introducing the new national curriculums. English and mathematics will be the first two to be introduced. Our teachers will be working on implementing these in 2013.

I look at school as an equilateral triangle. The teachers, the parents and the students make up the sides of this triangle. The teachers work hard to ensure the best outcomes for the students. The students themselves work extremely hard to achieve and have a wonderful work ethic. The parents are concerned, involved and supportive of the school and are always there to help. So Hurstville is well placed to advance in the coming years.

The building works are of course well and truly underway. It’s wonderful to see how quickly the new classroom building is progressing. Although extremely time consuming the final product,
which will be completed by Christmas 2013, should be worth the wait.
I was proud and honoured to be chosen for the role of principal of this wonderful school and I look forward to the year ahead with excitement and anticipation.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Terry Fisher

P & C and/or School Council message
The P&C welcomes our new Principal Mr Terry Fisher into our school community, and we are excited to see our new principal leading the children towards the next milestone. We hope to achieve continued communication and openness between the school and the P&C, and as usual, we are eager to cooperate and participate in school initiatives whenever we can. The joint efforts of staff, students and P&C are the key to the success, academic excellence and harmony of the school. Together, we can build a strong community and supportive environment for our children.
This year, the P&C contributed significantly through fundraising events for the school and have donated a portion to fund specific value-adding activities such as library books and home readers. The P&C will work very closely with the school to prioritize how to effectively use the money for the benefits of children across the school.
The new building and related capital works have progressed well and it is exciting to see the new building take shape right before our eyes. Early next year, we will be discussing with the school the plan regarding surrounding playground and facilities and determine the best way to utilize the allocated fund.
We look forward to an exciting 2013 where there are plans to consider new fund raising initiatives that will greatly benefit the students and families of HPS.

Meimei Chau
P&C President 2012

Student representative’s message
The Student Representative Council (SRC) is a group of strong and productive school leaders. This year, we have raised money for Stewart House, organised assemblies, proudly represented Hurstville Public School and contributed to many school events. We have also arranged chess every week. The SRC have solved many problems for the school’s student community. We have continued the “Hurstville Heroes” system for helping students find play friends. On behalf of the SRC, I would like to say I hope our future leaders can continue the work of those who go before them. Sarah Wu Yr 6

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
In February, 1041 students were enrolled in Hurstville Public School. Enrolments continued to climb during the year resulting in 1073 by the end of the year.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>545</td>
<td>553</td>
<td>584</td>
</tr>
<tr>
<td>Female</td>
<td>485</td>
<td>465</td>
<td>489</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile
Hurstville Public School has maintained a high number of student enrolments over the last five years, making our school one of the biggest primary schools in NSW.
Management of non-attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>96.8</td>
<td>95.5</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>95.2</td>
<td>94.9</td>
<td>94.3</td>
</tr>
<tr>
<td>2</td>
<td>95.2</td>
<td>95.4</td>
<td>96.2</td>
<td>95.2</td>
</tr>
<tr>
<td>3</td>
<td>95.7</td>
<td>95.4</td>
<td>96.1</td>
<td>96.5</td>
</tr>
<tr>
<td>4</td>
<td>95.0</td>
<td>97.6</td>
<td>96.7</td>
<td>95.8</td>
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<tr>
<td>5</td>
<td>96.8</td>
<td>97.6</td>
<td>97.1</td>
<td>97.3</td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td>94.8</td>
<td>95.0</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
<td>96.2</td>
<td>96.0</td>
<td>95.5</td>
</tr>
</tbody>
</table>

Student attendance was monitored by the home school liaison officer. Where necessary, individual attendance plans were developed to support school attendance. Overall attendance has declined minimally in 2012.

Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1X</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2CO</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2E</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2I</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>3F</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>33.0</td>
</tr>
<tr>
<td>Teacher of Moderate Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal Support Unit</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.7</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>1.7</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>71.8</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school does not have any staff from Aboriginal or Torres Strait Islander background.

**Staff retention**

In 2012 three teachers from our school retired from the teaching service. One teacher also resigned to take up a new position elsewhere in education. A new Principal was appointed for 2012. A new Assistant Principal role was been established for 2013 due to increasing numbers. We also appointed a new Support Unit Assistant Principal.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>[All teaching staff]</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>89%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>638169.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>483,901.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>203,977.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>499,008.56</td>
</tr>
<tr>
<td>Interest</td>
<td>26,827.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>82,038.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,933,923.60</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 63,223.67  |
| Excursions                | 143,885.84 |
| Extracurricular dissections| 108,768.06 |
| Library                   | 6342.43    |
| Training & development    | 10,808.88  |
| Tied funds                | 296,094.48 |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School Performance Achievements 2012**

**Arts**

In 2012 school groups performed at various school and community events including the Hurstville Zone Music Festival, the Sydney Region Music Festival, the Chinese National Eisteddfod, Bandfest and Education Week performances.

**Band**

Hurstville Public School has an exciting instrumental programme where children learn to play a musical instrument through group tutorials and band performance, all held at the school. There are three bands operating: the Performing Band (for students who have played for more than two years), the Intermediate Band (for students who have played for more than one year) and the Training Band, (a beginner band for those who have never played before. It is a very dynamic program offering varied performance opportunities. This year all three bands attended Bandfest and were awarded a gold medal level for their performances.

Twenty five students from Hurstville Public School Intermediate and Performance bands, together with a teacher, attended Band Camp at Stanwell Tops conference centre.
Choir
Our choirs provided enriching, musical experiences for students and played an important part in the all-round education of students at Hurstville Public School. Students have the opportunity to participate and develop their skills through participating in three choirs from Years 2-6. This year the Year 2 choir consisted of sixty students. From this group, twenty five were selected to represent our school at the St George Performing Arts Festival. The Year 2 choir also performed at Westfield and our school for Education Week, and will perform at Carols By Candlelight.
The Stage two choir consisted of eighty students from years 3 and 4. They performed at school and will perform at Homewood Nursing Home. The stage three choir consisted of seventy students from Years 5 and 6. Twenty of these students were selected to represent our school at the St George Performing Arts Festival, with the remainder of the choir joining the massed Hurstville choir in a performance for Education Week.

Dance
The senior Dance group performed an energetic tribal dance routine at the Hurstville Zone Music Festival at the Sutherland Entertainment Centre. They also performed at our School open day and at the Education Week concert at Hurstville Westfield. At the end of Term 3 they entertained the Stage 3 students with a dynamic performance during the Stage 3 assembly.

Poetry Group
In 2012, a Chinese poetry group was formed from boys and girls in Years 3 and 4. The group won third prize for the reciting a moving poem titled “My Dearest Mother” at the Chinese National Eisteddfod.

Sport
All students were involved in regular sporting programs at school and had the opportunity to participate in an extensive range of activities that promoted health and fitness. During 2012, Hurstville pupils have had the opportunity to participate in school sport, be selected in P.S.S.A. teams to represent the school and take part in school carnivals leading onto Botany Bay Zone, Sydney East Region and even State events.

Thanks go to all the class teachers for organising school sport which ran very smoothly in limited space and which the children enjoyed.

We had a fine day for our swimming carnival, taking all of Years 5 and 6, as well as the competent swimmers from Years 3 and 4. The continuation of our novelty events again proved to be popular.

We had some pleasing results at the Botany Bay Zone Carnival, with quite a number of our swimmers finishing in the top five of their event. We had seven competitors who competed at the Sydney East Regional Carnival. Our school ran a Cross Country Carnival and several children qualified to attend the Zone Carnival.

At the Botany Bay Zone Carnival we had two runners progressing through to the Sydney East Regional Carnival. This year we had terrible weather for the scheduled dates for the Athletics Carnival so we had to hold the carnival in segments between showers on Georges’ River College Hurstville Boys Campus School Oval. We eventually managed to complete all events.

At the Botany Bay Zone Carnival, we had many placegetters in the top four. This year we had an increase of competitors progressing through to the Sydney East Regional Carnival. One student progressed through to the State carnival, where he competed in the senior boys’ high jump and reached the final of the 13 yrs boys 100m.

In Friday PSSA sport, our school had semi-finalists in several sports – all 8 netball teams, junior soccer, junior boys softball, junior girls softball, senior girls softball and senior oz tag. Runners up in the final were the Division 1 Junior A and Division 2 Junior A netball teams. Three netball teams went on to win the final.

Enrichment activities
Throughout the year, students were invited to join several clubs designed to provide extension and enrichment opportunities. Clubs usually met at lunch times.
Jason Project

The Jason Project continued in 2012 with a new project titled “Monster Storms”. Developed in partnership with NOAA, NASA, and the National Geographic Society, Operation: Monster Storms examines current research to improve forecasting, allowing communities to better prepare for storms and avoid their destructive potential. Available inside the JASON Mission Centre, Digital Labs and games allow students to explore the work of Operation: Monster Storms through an exciting gaming environment.

The students gather critical weather intelligence for the community so they can anticipate the threat of a monster storm. They pursue energy through the intricate pathways of the water cycle as it fuels monster storms. They learn to apply the knowledge of forces and Newton’s Laws of Motion to explore the universe around us and learn to successfully predict hurricanes by exposing the mysteries of their formation, intensity, track, and then decay.

Debating 2012

Students in Years 5 and 6 had a number of opportunities for debating in both school based competitions and the ‘Premier’s Debating Challenge’. The Year 6 team won three out of four debates for their region.

The school participated in the St George Public Speaking competition using class, grade and stage competitions to select school representatives from Kindergarten to Year 6.

Australian Mathematical Problem Solving Olympiad

Students from our OC classes and mainstream Year 6 classes competed in the Maths Olympiad and performed to a high standard.

Chess Club

Chess club was held weekly in terms 2, 3 and 4 for students of all ages and in 2012 there were fifty members. Students played against each other in competitions, and in online competitions. Chess leaders demonstrated skillful chess moves. Students in Years 4, 5 and 6 were involved in playground chess games using the giant chess pieces.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

In reading:

8% of students were in bands 1 and 2; and 63.2% of students were in bands 5 and 6.

Results in reading were stronger in 2012 than in previous years. There were fewer students in bands 1 and 2 and more in band 6. Students from non-English speaking backgrounds (NESB) will continue to receive additional support from English as Second Language (ESL) teachers to improve their comprehension skills and understanding.
Spelling – NAPLAN Year 3

In spelling:
3.2% of students were in bands 1 and 2; and 84% of students were in bands 5 and 6.
Spelling is an area of strength for students in Year 3 and the school average is significantly higher than the state average.

Writing – NAPLAN Year 3

In writing:
4.0% of students were in bands 1 and 2; and 83.9% of students were in bands 5 and 6.
The percentage of students in band 6 was higher than the similar school group (SSG) and the state. On average, our school performed better than similar school groups and the state.

Note: School averages for writing are not displayed due to change in the writing scale from Narrative to Persuasive.

Grammar and Punctuation – NAPLAN Year 3

In grammar and punctuation:
8.8% of students were in bands 1 and 2; and 74.4% of students were in bands 5 and 6.
The average mark for students continued to be above the similar school group and the state average.

Numeracy – NAPLAN Year 3

In numeracy:
6.4% of students were in bands 1 and 2; and 66.2% of students were in bands 5 and 6.
The average mark for students in numeracy remains higher than the similar school group and the state.
In reading:
8.2% of students were in bands 3 and 4; and 57.6% of students were in bands 7 and 8.

The average mark for reading in Year 5 was significantly higher than that of the similar schools group and the state.

In spelling:
5.1% of students were in bands 3 and 4; and 79% of students were in bands 7 and 8.

Spelling continues to be an area of strength and the average mark for Year 5 students in 2012 was significantly higher than both the like school group and the state.

In writing:
7.0% of students were in bands 3 and 4; and 52.6% of students were in bands 7 and 8.
The number of students in bands 7 and 8 is significantly higher than the similar schools group and the state.

Note: School averages for writing are not displayed due to the change in the writing scale from narrative to persuasive.

In grammar and punctuation:
8.9% of students were in bands 3 and 4; and 69.4% of students were in bands 7 and 8.
The average mark for grammar and punctuation in Year 5 was significantly higher than both that of the similar schools group and the state.
In numeracy:
6.9% of students were in bands 3 and 4; and
75.3% of students were in bands 7 and 8.
Students continue to perform very well in
numeracy. The average mark for numeracy in
Year 5 was significantly higher than both that of
the similar schools group and the state.

**Progress in Literacy**

Year 5 students made minimal growth progress in
2012 but this was still slightly above the like
schools and state average.

Students in Year 5 continued to make significant
growth during 2012. Their growth remained
higher than like schools and the state average.

Average progress in literacy improved slightly
compared to recent years. Our growth
remained higher than that of the similar
schools group and the state average.

Average progress in numeracy decreased slightly
compared to recent years. There was a negative
growth rate in 2012. Our growth was higher than
that of the similar schools group and the state
average.

**Minimum standards**
The Commonwealth Government sets minimum
standards for reading, writing, grammar and
punctuation, spelling and numeracy for Years 3,
5, 7 and 9.
The performance of the students in our school in
the National Assessment Program – Literacy and
Numeracy is compared to these minimum
standards. The percentages of our students achieving at or above these standards are reported below.

**Minimum Standards data**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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As an indication, the no. of students exempt for Year 3 Reading are: 4
As an indication, the no. of students exempt for Year 5 Reading are: 10

Students who were exempt from undertaking the NAPLAN test included ESL new arrivals and students from the support unit. The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the *Find a school* and select *GO*.

**Significant programs and initiatives**

**Aboriginal education**

At Hurstville Public School Aboriginal Education is embedded in all stages across all Key Learning Areas. Children are aware of our Indigenous people as those belonging to the first nation. As a school we recognize and celebrate Reconciliation Week and NAIDOC Week with a variety of performances, cultural and visual arts activities.

Acknowledgement of Country is a part of all assemblies and gatherings.

**Multicultural education**

Hurstville Public School is proud of its rich multicultural community and we promote tolerance and acceptance through our school value of respect. The school provides students with an inclusive education where cultural and linguistic diversity is recognised and celebrated.

In 2012 we celebrated Harmony Day. All students participated in class activities which celebrated our culturally diverse society.
Respect and Responsibility
Public schools in NSW teach values that underpin learning. Hurstville Public School has three key values: Respect, Learning and Responsibility.

Each key value incorporates a number of elements.
In 2012 the school continued to embed these values into the school culture and to develop concepts and frameworks for teaching and learning. Each month a specific value was promoted across the school and students were rewarded for demonstrating it in class and in the playground.

We encourage parents to understand our values to ensure consistency between school and home.

Connected learning
In 2012, the school continued to focus on the use of ICT to support student learning. Staff and students became more proficient in the use of Blogs, Wikis and software to create resources for electronic whiteboards. The use of video conferencing was limited due to building work being undertaken in the school. Refer to school targets and priority areas.

Chinese Community Language
Approximately eight hundred students from Chinese language backgrounds in Kindergarten to Year 6 participated in the Chinese community language program.
Students attended lessons for two hours per week to learn literacy skills in their first language. They focused on talking and listening as well as the basic knowledge of Chinese characters. Lessons incorporated concepts from HSIE and other key learning areas.

Language other than English (LOTE) - Italian
Sixty students in the Year 6 OC classes participated in Italian language classes during class RFF in 2012.
The aim of the Italian program is to enable students to develop communication skills, focus on language systems and gain insight into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.
Students studied Italian for two hours per week and enjoyed an interactive bilingual puppet show “Beauty and the Beast” and a traditional Italian meal at a local restaurant.

Opportunity Class (OC) and Selective High School
Fifteen students were successful in gaining a place in the OC classes at Hurstville Public School for 2012. Seven students received offers for classes at other schools and 14 were on reserve lists. One hundred and nineteen students received offers for enrolment in a selective high school for 2013 and twelve students were placed on reserve lists.

University of NSW competitions
In 2012 three hundred and sixty five students from Years 3-6 participated in the University of NSW Maths Competition and were awarded 61 High Distinctions, 155 Distinctions, 87 Credits and 62 Participation certificates.

Three hundred and sixty one students from Years 3-6 participated in the University of NSW English Competition and were awarded 34 High Distinctions, 96 Distinctions, 106 Credits and 125 Participation certificates.

Three hundred and sixty one students from Years 3-6 participated in the University of NSW Science Competition and were awarded 42 High Distinctions, 95 Distinctions, 106 Credits and 118 Participation certificates.

Progress on 2012 targets
Target 1
Our Target was to improve reading results for all students with specific benchmark data. This data included:
✓ Increase the number of year 3 students achieving in the top 2 bands in Reading from 54% to 60%
  We achieved 57%
✓ Increase the number of year 5 students achieving in the top 2 bands in Reading from 54% to 60%
  We achieved 59%
✓ Increase the number of year 5 students achieving two or more bands in NAPLAN growth in Reading from 23 to 28%
  We achieved 50%
Target 2
Our Target was to improve Maths results for all students with specific bench line data. This data included:
✓ Increase the number of year 3 students achieving in the top 2 bands in Maths from 75% to 78%
We achieved 76%
✓ Increase the number of year 5 students achieving in the top 2 bands in Maths from 54% to 60%
We achieved 59%
✓ Increase the number of year 5 students achieving two or more bands in NAPLAN growth in Maths from 56 to 60%
We achieved 61%

Target 3
Our target was to provide students with quality teaching and learning programs in ICT across the whole school. This was achieved by
✓ Training and development of all staff in IWB and notebook technology
✓ Establish a peer mentor system
✓ Establishing stage units using notebook 10
✓ Tracking the use of staff blogs as diagnostic tools
✓ Implementing teacher mentoring circles

Target 4
Our target was to implement modules 1-4 of the positive behavior for learning project (PBL) and using systematic and explicit data to support this.
We set out to achieve this by
✓ Ensuring all students, teachers and parents accept and value the expectations of PBL at Hurstville Public School.
✓ Ensuring all students are complying with the values and expectations of PBL.
✓ Reducing the number of referrals to executive for behavior incidents in the classroom and the playground.
✓ Increasing the number of students receiving a banner at grade and stage assemblies.

Unfortunately due to personnel changes and other reasons PBL has not been implemented fully and the guidelines are not being fully adopted by all staff at all times.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of grammar, punctuation and vocabulary

Background
As school students themselves, teachers at Hurstville Public School experienced a variety of ways to learn grammar, punctuation and vocabulary. This has resulted in some differences in the methods teachers employ to teach these language features, particularly grammar. Over half the teachers believed their ability to effectively teach grammar, punctuation and vocabulary is excellent. No teacher described their ability to teach it as poor.

As a result of educational changes over time, teachers at Hurstville Public School have been schooled in a variety of methods when learning grammar themselves, including explicit and systematic teaching, immersion and the ‘whole language approach’. The number of teachers who learnt grammar through an explicit and systematic method of instruction was slightly higher than those who were schooled using the ‘whole language approach’.

The largest number of teachers in the survey believed that a balanced instructional approach to teaching grammar which employs explicit strategies and incorporates thematic examples and exercises is the most effective way for students to learn grammar. Only a small number of teachers advocated using the ‘whole language approach’ to teaching grammar.

Findings and conclusions
100% of teachers felt they understood and could teach the following effectively; statements, questions, commands exclamations, nouns, verbs, pronouns, capital letters, full-stops, paragraphs, synonyms and antonyms.
91%-97.9% of teachers felt they could teach the following effectively; commands, adverbs, conjunctions, connectives, commas, prepositions, alliteration, onomatopoeia and metaphors.
91%-97.9% of teachers felt they could teach the following effectively; commands, adverbs, conjunctions, connectives, commas, prepositions, alliteration, onomatopoeia and metaphors.
80.4%-89.1% of teachers felt they could teach the following effectively; noun groups / phrases, verb group/ phrases, adverb group/ phrases,
colons, direct and indirect speech and personification. 71.1%-77.8% of teachers felt they could teach the following effectively; adverbial phrases, clauses, prepositional phrases, subject-verb agreement, noun-pronoun agreement, apostrophes and similes, idioms, modality and objective and subjective language. 53.5% of teachers needed revision in the teaching of nominalization. When surveyed about their own professional development, the following results highlighted the areas in which teachers felt they needed more professional development.

Grammar 93.9%
Punctuation 33.3%
Vocabulary 18.2%

Future directions
Professional development of staff will be undertaken in 2013 in the areas of grammar, punctuation and vocabulary. The implementation of the Australian Curriculum will provide explicit and authentic opportunities for this.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. As a new principal had just started we looked at the area of communication.

Their responses are presented below.

✓ 96% of the parents agreed or strongly agreed that they were pleased with the way their child had settled into school.
✓ 88% said that they were pleased with the support their children are getting here at school.
✓ 95% said they were pleased with the teaching and learning happening in the classrooms
✓ 87% of parents said they felt welcomed when they came to the school and if they had a problem they were listen to.
✓ 92% said they were happy with the way we encouraged the students to do their best

Professional learning
School priorities for professional learning were identified to support targets in the school plan.

Priorities included increasing expertise in the use of technology, improved teaching of literacy and numeracy and understanding of systems to support student wellbeing.

Staff participated in professional learning activities both within the school and as part of Sydney Region and external courses. All stage 1 teachers participated in Best Start training. Stage 1 teachers and some year 3 teachers participated in TENs training.

On two occasions members of the school technology committee and external providers trained and mentored selected teachers in the use of electronic whiteboards, blogs and wikis. Groups of teachers participated in regional courses to improve the teaching of ICT.

During 2012 there was no further inservicing of the Positive Behaviour for Learning program. Staff preference was to spend the year in consolidating what we have done so far.

In 2012, staff participated in ‘Keeping Them Safe’ and occupational health and safety updates and emergency care and CPR training.

School development days focussed on the technology, numeracy, and literacy and updating staff in mandatory policies.

The average expenditure for staff on professional learning at a school level was $850 which was funded from departmental and school and community sources.

Staff evaluations of professional learning activities endorsed the effectiveness of having a school team participate in a targeted project and the effectiveness of mentoring. Strategies for feedback and follow up training for all staff will continue in 2012.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To plan, develop and implement both the Australian English and Mathematics syllabuses by the end of 2013

2013 Targets to achieve this outcome include:

- To increase the percentage of students achieving top 3 bands from:
  - 77% in 2012 to 79% in 2013 yr 3 reading
  - 79% in 2012 to 81% in 2013 yr 3 maths
  - 77% in 2013 to 79% in 2013 yr 5 reading
  - 83% in 2012 to 85% in 2013 yr 5 maths.

Strategies to achieve these targets include:

- Implement TEN maths program
- Create new scope and sequence in mathematics
- Create a blog ed that is dedicated to staff sharing resources in English and Maths.
- Professionally train teachers in new syllabus implantation.

School priority 2

Outcome for 2012–2014

To create a new school vision devised by all aspiring and current executive that will guide our directions for the next three years

2013 Targets to achieve this outcome include:

- To measure our progress from 2012-2013 against the goals in the school vision.
- To increase the percentage of quality professional learning in stage and staff meetings from 50% to 75%
- To increase the percentage of quality professional learning outside school settings from 33% to 50%

Strategies to achieve these targets include:

- To write a comprehensive school vision with the input of all staff including aspiring executive.
- To build a system of monitoring and the ongoing success of the school vision.
- To build a comprehensive plan for the year for the implantation planning and evaluation of all training and development sessions in school staff meeting.
- To build a comprehensive plan and tracking system for the teachers to monitor their own training and development outside the school

School priority 3

Outcome for 2012–2014

To increased equity of access to I.C.T across the school so as to provide quality technology for learning and for staff to confidently use technologies to improve student outcomes.

2013 Targets to achieve this outcome include:

- Provide quality teaching and learning programs technology across the school in use of technology.
- Increase equity of access and flexibility of access across the school. This will increase IWB access from 75% - 95%
- Demonstrated teacher competence in use of ICT across all KLA’s

Strategies to achieve these targets include:

- Establishment of 2 new laptop labs providing flexibility of access (O.C downstairs E-Block, Belltower)
- Introduction of technology RFF targeting specific ICT skills
- Introduction of mobile devise technology to increase student outcomes in support unit.
- Installation of IWB in new N Block
- Introduction of i-Pad lab to support unit to provide universal access to quality learning for students with specific needs
- Establishment of new laptop in Belltower
- Provision of 9 hours per week targeted technology TPL sessions on a flexible basis
- Professional leaning for support staff in i-Pad technology
- Professional learning in IWB linked to new Australian curriculums.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Ronda Jones, Deputy Principal
Jennifer Birch, Deputy Principal
Tina Cowley, Rel. Deputy Principal
Meimei Chau, P&C president

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: