School context

In 2013, Hurstville Public School had an enrolment of 1074 students and a large and diverse student population. 97% of students came from language backgrounds other than English, with the predominant group being from a Chinese background. Students excelled in a wide range of academic, sporting and cultural activities and were given opportunities to develop skills and talents.

Principal’s message

2013 was a year of great progress and change at Hurstville Public School. The school entered the final phase of the long term capital works program that was to deliver much needed improved learning and teaching facilities for students and staff.

Throughout the unavoidable disruption, the school maintained its focus on delivering quality education to the students in its care and on ensuring that programs to support improved student outcomes continued unabated.

Teachers embraced their professional learning, engaging with the new English syllabus to support the Australian Curriculum.

Students continued to shine academically and in sport and the performing arts. Developing the whole child - to be confident, responsible, caring and respectful – sits side by side with our commitment to achieving success in other pursuits. Finding each child’s strengths and talents, and developing programs to enrich and support them, is central to our mission.

Developing a vision shared by staff, students and community for Hurstville Public School into the future was a key focus in 2013. Through forums, discussions, reflection and conversation, we developed and articulated an understanding of the hopes and expectations of key stakeholders for the students in our care. This shared vision will guide and inform our school plan for 2014 and in the coming years.

With so many positive steps made in 2013, the stage is set for a great period of renewal and growth. Hurstville Public School is very well placed to move strongly into the future.

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.

Mrs Anne Hewson, Acting Principal

P & C message

The P&C experienced a challenging but a strong year in 2013, with significant support from across the parent community. The P&C’s membership and attendance rate continued to increase significantly on previous years. This was reflected in the increased time, energy, commitment and sheer number of parent volunteers who, over 2013, demonstrated our community’s overwhelming focus and dedication to our children’s education.

Following an invitation from the Department of Education and Communities to join the school’s Finance Committee, our P&C nominated two volunteers to represent and contribute to school finances. Through this involvement, our P&C we able to actively and relevantly discuss areas of investment need in academic and non-academic areas, and link fund raising activities to school objectives.

Our 2013 fund-raising events proved to be another success including the highlight of the year, the Walkathon. Financially, the P&C is in good shape having raised tens of thousands over the past few years. The P&C is now awaiting the outcome of a holistic planning effort being undertaken by the staff to guide how the school would best like to utilise the P&C’s funds to the best advantage of our children.

We are pleased to receive the kind donations generated from school uniform sales revenue which has become a regular flow of income to the P&C from our new supplier. We will continue to work with the school, uniform shop and the parent community to ensure that the best possible prices and quality uniforms are offered to families.

Students moved in to the new two storey classroom building in August 2013. Our school community greatly appreciates the commitment from the NSW government and the DEC in delivering such a beautiful, well-equipped new building to accommodate the growing student
population. The new building is a great demonstration of the strongly positive outcomes that can be achieved when a P&C proactively advocates for the benefit of the whole school community.

We look forward to an exciting 2014 where there are plans to consider new fund raising programs to renew and refresh the activities that children, staff and parents support. We also look forward to genuinely working with the DEC, school and staff to build stronger relationships and offer greater support towards school activities.

In conclusion, the support that the P&C provides the school community and the success that it has achieved is only possible due to the commitment and dedication of the parents and volunteers, with the support of our wonderful staff. I would like to personally thank everyone for their efforts and congratulate them for their achievements in 2013.

I invite and encourage the entire school community to continue making a contribution in any way possible, big or small, to the school into the future.

Mrs Meimei Chau, P&C President

**Student representative’s message**

The Student Representative Council is a collection of strong and dynamic school leaders from Years 1 to 6. Classes selected one student to represent them for the year. We witnessed the completion of our new building and new areas for the playground. We focused on building the leadership skills of our senior students through increased responsibility for the running of our fortnightly meetings. We liaised with the Principal on many issues. One of our main goals was to improve student wellbeing in the playground. We are hoping the 2014 SRC students will be able to fulfil this goal and make the playground a much more enjoyable place for students and staff.

Kelly Li

**Student information**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Principal(s) Support</td>
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<tr>
<td>Classroom Teacher(s) including RFF</td>
<td>42.884</td>
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<tr>
<td>Community Language Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Teachers of Reading Recovery</td>
<td>1.05</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>5.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.272</td>
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<td>Total</td>
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## Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88%</td>
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<tr>
<td>Postgraduate</td>
<td>12%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>9%</td>
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## 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>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>89158.75</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>Total expenditure</td>
<td>1226500.03</td>
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<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

### School Bands

2013 was a prosperous year for the school bands, with many students from Years 4 to 6 involved. Students represented the school at a variety of performances throughout the year and performed at a high standard. At BandFest, the Training Band and the Intermediate Band received a silver medal and the Performing Band received a gold medal. Students demonstrated their musical ability at a variety of events including: the Training Band Recruitment Concert, the band showcase, The Training Band Blow In workshop which allowed the students to network with other schools and perform as a larger ensemble, Bandfest and Hurstville Goes to Hollywood.

Some of the Performing Band students also participated in band camp organised by Engadine Music.

Three students from the Performing Band were successful in auditioning for the Sydney Region Band. Those students were involved in the regional band performance at the School Spectacular Concert.

### Hurstville Goes To Hollywood

The school concert is held biannually. This year’s concert theme was *Hurstville Goes To Hollywood*.

The three school bands, Kindergarten, Year 2, Year 5, Senior Choir, Senior Dance Group, and Chinese Dance Group performed at the concert. Performances included some stunning soloists from across the school including singers, pianists, violinist, clarinet players and a drummer.
The concert enriched students’ musical experiences and provided opportunities for them to perform in front of a large audience.

**Chinese Dance Group**

The Chinese Dance Group consisted of boys and girls from Years 3 and 4. They met together once a week to practise their dance routine.

The Chinese Dance Group performed at school functions including the school concert. Outside the school, the Chinese Dance Group performed at Westfield Hurstville in Education Week and at the St George Performing Arts Festival at Sutherland Entertainment Centre.

**Year 2 Choir**

The Year 2 Choir, conducted by Hurstville Public School teachers, rehearsed regularly during Creative and Performing Arts groups (CAPA) and lunchtimes. They performed at school assemblies and at the Hurstville Public School Spectacular matinee and evening performances. The Junior Choir had the opportunity to network with other schools and perform as part of the massed combined schools’ choir at the St George Performing Arts Festival.

**Sport**

All students were involved in regular sporting programs at school and had the opportunity to participate in an extensive range of activities that promote health and fitness.

During 2013, students participated in school sport including a gymnastics program for Years 3 to 6, P.S.S.A. representative teams and carnivals at zone, region and state levels.

Thanks go to all the class teachers for organising school sport which ran very smoothly in limited space and which the children enjoyed. Three staff members also coached Sydney East Regional teams.

Stage 3 students and competent swimmers from Stage 2 participated in the swimming carnival. The continuation of our novelty events proved to be popular.

We had pleasing results at the Botany Bay Zone Carnival, with a number of our swimmers finishing in the top five of their event. A student was awarded Age Champion at the Zone Carnival. Seven competitors represented the school in a number of events at the Sydney East Regional Carnival.

Stage 2 and 3 students participated in the school Cross Country Carnival and the top four runners in each age group progressed to the Botany Bay Zone Carnival. One age group won the teams’ event and one runner qualified for the Regional Carnival.

Wet weather and reduced playground space, due to building works, provided challenges for our Athletics Carnival but we managed to complete all events.

At the Botany Bay Zone Carnival, many students finished in the first four places of an event. Seven students competed at the Sydney East Regional Carnival.

Teams in the PSSA sport competition enjoyed participating each Friday. The Junior and Senior Girls Softball team and six netball teams reached the semi-finals. The Senior B Division 1 Netball, Junior A Division 1 Netball, Senior B Division 2 Netball and Junior Girls Softball teams were runners-up. Senior A Division 1 Netball and Senior Girls Softball teams won their competitions. Hurstville Public School was named Champion School in netball for 2013.

**Enrichment Activities**

**Chess Club**

Chess Club was held on Wednesday lunchtimes throughout the year for students in Years 4, 5 and 6. It proved to be very popular with students. Students presented with a mixed range of ability, from beginner to the more experienced.

In Terms 2 and 3, three teams were formed to play in the NSW Junior Chess League Interschool Competition, which took place every Friday after school. Each alternate week, teams played either at a school in the Sutherland Shire or in our school library.

Three teams from our school played in the Sutherland District Tournament and three teams played in the St. George District competition. We gained a first place in the Sutherland District and
a third place in the St. George District competitions.

Due to the success of the students in the one day tournaments, our school was invited to send a team to the Primary Schools One-day Chess Tournament NSW Finals held on Sunday 1st December 2013. A professional chess coach assisted with the preparation. On the day, each of the three boys in the team won some of their games which was a marvellous achievement, considering the calibre of the competition.

**Academic achievements**

**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.

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

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

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 students continued to perform very strongly in all aspects of literacy. In all strands, they exceeded the achievement of students from similar schools, and the average performance of students from across the New South Wales.
With strong performance in the component skills of **Writing** (reading, spelling and grammar and punctuation), students have a firm foundation on which to build. As well as assisting students to master the technical elements of writing, we will continue to focus on their development of a rich background of experience and vocabulary, features which are increasingly important in achieving the highest bands of performance in Writing.

Our Year 3 students again performed very well in **Numeracy**. We will continue to set targets of moving students from Bands 4 to 5, and 5 to 6. It is encouraging to see how well our students continue to perform in comparison to students from similar schools and across the state.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

As the graphs indicate, Year 5 students continued to demonstrate outstanding success in all aspects of literacy.

Whilst our cohort does include OC students, and therefore we would expect high representation in Band 6, it is reflective of strong performances from students in all classes, including students from our Support Classes, who participated in NAPLAN testing. Percentages in the lower bands are encouragingly low and compare very favourably with statistically similar groups (SSG) and state DEC percentages.
The performance of Year 5 students in **Numeracy** was again exceptional. These percentages are remarkable and demonstrate outstanding achievement.

**Growth in Performance Between Years 3 and 5**

The following graphs show the growth in performance for students who sat the NAPLAN tests at Hurstville Public School in Year 3 2011 and again in Year 5 2013.

**Other achievements**

In 2013, over 300 students participated in the ICAS Science, English and Mathematics Competitions. Students performed well compared to the state.

In the Science competition, 323 students participated. Students were awarded 33 High Distinctions, 76 Distinctions and 76 Credit certificates.

In the English competition, 378 students participated. Students were awarded 25 High Distinctions, 97 Distinctions and 99 Credit certificates.

In the Mathematics competition, 378 students participated. Students were awarded 62 High Distinctions, 136 Distinctions and 96 Credit certificates.

**Significant programs and initiatives**

**Aboriginal education**

In 2013, Hurstville Public School had four students from Aboriginal and Torres Strait Islander background. Personalised Learning Plans were developed to support these students which were implemented and reviewed throughout the year.

Aboriginal Education is embedded in all stages across all Learning Areas. Literature units with an
Aboriginal perspective were developed in line with the new English syllabus.

Reconciliation Week and NAIDOC Week were celebrated with all students participating in experiences dedicated to learning about cultural awareness and the celebration of Aboriginal and Torres Strait Islander culture.

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

**Multicultural education**

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

Promotion of multicultural education through teaching and extracurricular events as demonstrated by:

- A multicultural perspective which was incorporated into English and HSIE curriculum areas;
- celebrating Harmony Day. All students participated in class activities which promoted tolerance and acceptance in our diverse community;
- acknowledging Chinese and Arabic celebrations through Creative and Practical Arts Program and performances; and
- students participating in the Chinese Dance and Poetry Group.

The English as a Second Language (ESL) allocation for 2013 was 5.6 teachers. The ESL program was implemented with a combination of team teaching in classes and withdrawal of first-phase students from classes to provide individualised support. At Hurstville Public School, 812 students were included in the ESL program. Of these students, 138 were first phase learners, 436 were second phase learners and 238 were third phase learners.

ESL teachers worked closely with classroom teachers to support ESL students in all learning areas.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of students, staff and community
- A school wide communication review
- Discussion and planning forums.

**School planning 2012—2014: progress in 2013**

**School Priority 1 - Syllabus Implementation (Curriculum and Assessment)**

**Outcomes from 2012–2014**

Improved literacy and numeracy outcomes for all students.

**Evidence of progress towards outcomes in 2013:**

- Participation by teachers in training and development sessions to address new content within the NSW National Curriculum in English
- Sharing knowledge across grades and stages by teachers after completing training and development
- Completion of online professional learning modules by all teaching staff in English
- Development of a school scope and sequence in English
- Development and implementation of units of work based on quality literature and rich texts K-6.

**Strategies to achieve these outcomes in 2014:**

- Create and implement a school mathematics scope and sequence
- Provide students with quality teaching and learning programs in mathematics
- Use the NSW literacy and numeracy continuums to support and inform student learning
• Provide staff with professional learning to enable effective curriculum delivery in mathematics for all students.

School Priority 2 – Development of School Vision

Outcomes from 2012–2014
To create a new school vision that will guide our directions for the next three years.

Evidence of progress towards outcomes in 2013:
• Participation by staff, students and parents in school vision forums to identify future directions for the school.

Strategies to achieve these outcomes in 2014:
• As a result of this widespread consultation and emerging need, new school priorities will be identified in 2014 and a revised School Plan will be developed.

School Priority 3 – Information Communication Technology

Outcomes from 2012–2014
Increased integration of technology in learning and communication.

Evidence of progress towards outcomes in 2013:
• Establishment of two new laptop labs and one fixed lab
• Installation and usage of interactive whiteboards in all classrooms in N Block
• Increased teacher skills in ICT through weekly targeted professional learning with a teaching mentor
• Increased student learning engagement of students in the support unit through introduction of iPads.

Strategies to achieve these outcomes in 2014:
• Installation and usage of interactive projectors in new portables and Gym Block
• Collaboratively programming across grades to develop units of work incorporating an ICT focus
• Increasing the use of e-mail as a form of communication.

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

Priorities included implementation of new syllabus documents and increasing expertise in the use of technology.

Staff participated in professional learning activities both within the school and as part of Sydney Region.

Several teachers participated in Best Start training.

Teachers received an hour every week of targeted professional learning in integrating technology into class programs.

Teachers participated in a number of face to face and on-line training sessions in the new English syllabus, anaphylaxis, autism, behavior support and differentiation of the curriculum.

Staff participated in CPR training.

School Development Days focused on technology, numeracy, literacy, student wellbeing and updating staff in mandatory policies.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• Students, staff and parents were all in agreement that they would like to see playground improvements including new playground equipment, gardens and trees. On completion of the building works across the school, a committee will be established in 2014 to conduct a needs analysis of the playground and begin work on playground improvements.

• Students, staff and parents highlighted the need for the new building to have interactive whiteboards and wireless connectivity. This was completed in 2013. In 2014, any remaining classrooms and new demountables will receive technology upgrades.

• Students, staff and parents all indicated that they would like to see more
resources purchased to support the new English curriculum, technology programs and physical education. In 2014, target teams will be established to conduct stocktake of existing resources; identify needs and develop budgets to support these programs.

- The majority of students and parents indicated that they have access to technology at home in the form of computers, internet and mobile phones. The school will be working towards providing improved communication to parents through use of applications which support this.

Program evaluations

Community Language

In 2013, staff and parents responded to a survey on the Community Language program. Questions related to the Community Language model which was operating at the time of the survey, timetabling and professional development, and also sought attitudinal data. The survey also sought opinions on which, if any, other language(s) parents and teachers would like introduced. 33 staff members and 68 parents completed the survey.

Findings and conclusions

- The majority of teachers indicated that they prefer the model of Community Language which operates during release from face to face teaching time
- The majority of teachers believed they benefited from being provided with professional learning in technology during Community Language time.
- The majority of teachers agreed that students and parents were positive about attending Community Language lessons
- The majority of teachers agreed that the current model of Community Language is better than that used previously.
- 72.7% of teachers indicated that they would like to see an additional language offered as part of the Community Language/RFF program. The following responses (listed from highest priority to lowest priority) were given as the languages teachers would like to see introduced.
  - Arabic
  - Italian
  - Japanese and French (equal)
  - Greek
  - Macedonian
- The majority of parents agreed that their child was happy to attend Community Language lessons
- The majority of parents strongly agreed that it was important for their child to attend Community Language lessons.
- The majority of parents agreed that it was important for all students in the school to attend Community Language lessons.
- Whilst the majority of parents agreed that they understood what their child learns in Community Language lessons, there was still a significant number of parents who stated that they disagreed with this.
- 79.4% of parents indicated that they would like to see an additional language offered as part of the Community Language/RFF program. The following responses (listed from highest priority to lowest priority) were given as the languages parents would like to see introduced.
  - French
  - Japanese
  - Italian
  - Greek and Hindi (equal)
  - Macedonian

However, most of the languages identified by both teachers and parents as being a preferred additional language are not languages which are strongly represented in our school community. This means that they would not be eligible for implementation under the guidelines of the DEC Community Languages Program.
Future directions

In 2014, a Cultural Studies program will run concurrently with the Community Language /RFF program. This program will offer lessons in language and culture to students who do not attend the Chinese Community Language program.

In 2014, we have received a further allocation of 0.6 Community Language teachers. This will assist us in providing a withdrawal program of Community Language for Year 5 and 6 students.

We will also enquire into the circumstances under which additional languages, which are not community languages, may be provided at school.

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.

Mrs Anne Hewson, Acting Principal
Ms Jennifer Birch, Deputy Principal
Miss Danielle Scott, Relieving Deputy Principal
Mrs Jenny Cooper, Relieving Deputy Principal
Mr Jason Yeo, Parent Representative

School contact information
Hurstville Public School
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Fax: 95538029
Email: hurstville-p.school@det.nsw.edu.au
Web: www.hurstvilleps.com.au
School Code: 2197

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