Our school at a glance

Students
Hurstville Public School has an enrolment of 1030 students and a large and diverse student population. 94% of students come from language backgrounds other than English, with the predominant group being from a Chinese background. Students excel in a wide range of academic, sporting and cultural activities and are given opportunities to develop skills and talents.

Staff
A dynamic and committed team of classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Hurstville Public School.

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

Significant programs and initiatives
The school priorities for 2010 were:

- Catering for a diverse range of student needs in literacy and numeracy;
- Positive Behaviour for Learning (PBL);
- Information Communication Technologies (ICT);
- Reading comprehension; and
- Working mathematically.

Student achievement in 2010
The National Assessment Program Literacy and Numeracy (NAPLAN) tests all students in Years 3 and 5 every year in May.

Literacy – NAPLAN Year 3
59.6% of students were placed in the top band 6 for achievement in grammar and punctuation. 57.7% of students were placed in the top band 6 for achievement in spelling. 54.8% of students were placed in the top band 6 for achievement in writing. 43.3% of students were placed in the top band 6 for achievement in reading.

In overall literacy, the average mark for students was higher than the state and similar school averages.

Numeracy – NAPLAN Year 3
67.3% of students were placed in the top two bands for achievement in overall numeracy. The average mark for students at Hurstville Public School was significantly higher than the state and similar school group averages.

Literacy – NAPLAN Year 5
54% of students were placed in the top band 6 for achievement in grammar and punctuation. 54.6% of students were placed in the top band 6 for achievement in spelling. 43.2% of students were placed in the top band 6 for achievement in writing. 42.1% of students were placed in the top band 6 for achievement in reading.

The average mark for students at Hurstville Public School was higher than the state and similar school group averages.

Numeracy – NAPLAN Year 5
76.1% of students were placed in the top two bands for achievement in overall numeracy. The average mark for students at Hurstville Public School was significantly higher than the state and similar school group averages.

Messages

Principal’s message
The annual school report for Hurstville Public School represents a summary of our achievements in 2010. The school continued our strong tradition of academic success and growth in student performance.

A focus on student wellbeing and development of the whole child continued with our many extra curricula and enrichment activities.

The parent community demonstrated a depth of commitment to the school through active involvement in planning and decisions.

We strengthened our links with community organisations to support our educational programs.

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.

Anita Rooney, Principal
P & C message

2010 has been another busy but a successful year for the P&C. Our key fund-raising event for the school i.e. walkathon proved to be a successful one. We would like to acknowledge the support of so many parents and caregivers. With these funds, the P&C was able to provide two interactive whiteboards, library books and supplies for the school gardening club. The P&C has also organized two sandpits in the kindergarten area. Our major events of the Mother’s Day stall and Father’s Day morning tea were warmly supported by parents and children.

Exciting news for all parents is that we’ve got a commitment from the government for a new classroom building on our school grounds. Funding was immediately granted and allocated for the planning phase and the construction could commence late in 2011 or early in 2012. A newly formed building subcommittee will represent the parent body to work closely with the Department of Education in the development of the classroom building. We are looking forward to seeing the first bricks laid on our school grounds.

In 2011, we look forward to seeing more parents attending our meetings and participating in P&C projects and activities.

Student representative’s message

The Student Representative Council (SRC), captains and ambassadors are the student leaders in our school. We developed our leadership skills, represented the school, organised assemblies and contributed to school events. This year we raised money for charities, and organised playground games. We also introduced ‘Hurstville Heroes’ to reward students showing friendly behaviour in the playground.

Michelle Qiu, Jack McDonnell and Darius Zhou

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, 998 students were enrolled in Hurstville Public School. Additional students enrolled during the year resulting in a total of 1010 students by May and 1030 by the end of the year.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>586</td>
<td>569</td>
<td>564</td>
<td>558</td>
<td>545</td>
</tr>
<tr>
<td>Female</td>
<td>527</td>
<td>538</td>
<td>525</td>
<td>519</td>
<td>485</td>
</tr>
</tbody>
</table>

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. In 2010 there was a reduction in total enrolment caused by a large year 6 group leaving the school.
Management of non-attendance

Student attendance was monitored by the home school liaison officer. Where necessary, individual attendance plans were developed to support school attendance. Overall attendance improved in 2010.

Structure of classes

In 2010, Hurstville Public School had a total of 40 classes consisting of 32 mainstream classes, four OC classes and four classes in the support unit for students with special needs.

Class sizes

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>22</td>
</tr>
<tr>
<td>KD</td>
<td>21</td>
</tr>
<tr>
<td>KR</td>
<td>22</td>
</tr>
<tr>
<td>KS</td>
<td>20</td>
</tr>
<tr>
<td>KV</td>
<td>21</td>
</tr>
<tr>
<td>1C</td>
<td>22</td>
</tr>
<tr>
<td>1J</td>
<td>23</td>
</tr>
<tr>
<td>1M</td>
<td>24</td>
</tr>
<tr>
<td>1P</td>
<td>23</td>
</tr>
<tr>
<td>1S</td>
<td>22</td>
</tr>
<tr>
<td>2CP</td>
<td>25</td>
</tr>
<tr>
<td>2G</td>
<td>24</td>
</tr>
<tr>
<td>2KL</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>23</td>
</tr>
<tr>
<td>2W</td>
<td>23</td>
</tr>
<tr>
<td>3AS</td>
<td>29</td>
</tr>
<tr>
<td>3B</td>
<td>29</td>
</tr>
<tr>
<td>3L</td>
<td>30</td>
</tr>
<tr>
<td>3M</td>
<td>22</td>
</tr>
<tr>
<td>4C</td>
<td>29</td>
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<td>4F</td>
<td>31</td>
</tr>
<tr>
<td>4K</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>30</td>
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<tr>
<td>5F</td>
<td>30</td>
</tr>
<tr>
<td>5H</td>
<td>29</td>
</tr>
<tr>
<td>5I</td>
<td>30</td>
</tr>
<tr>
<td>5K</td>
<td>30</td>
</tr>
<tr>
<td>5SR</td>
<td>29</td>
</tr>
<tr>
<td>5RM</td>
<td>30</td>
</tr>
<tr>
<td>6D</td>
<td>32</td>
</tr>
<tr>
<td>6E</td>
<td>32</td>
</tr>
<tr>
<td>6G</td>
<td>31</td>
</tr>
<tr>
<td>6L</td>
<td>30</td>
</tr>
<tr>
<td>6R</td>
<td>30</td>
</tr>
<tr>
<td>6S</td>
<td>30</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.

In 2010 Hurstville Public School had a combination of permanent staff and temporary staff who replaced teachers who were on leave including full time and part time maternity leave.

Staff establishment

<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>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>34.238</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal Support</td>
<td>1.378</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.945</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.072</td>
</tr>
<tr>
<td>Total</td>
<td>69.433</td>
</tr>
</tbody>
</table>

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>470 043.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>467 636.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>203 545.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>338 443.17</td>
</tr>
<tr>
<td>Interest</td>
<td>28 854.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>73 186.69</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>1 111 666.28</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas | 106 710.65 |
- Excursions         | 118 790.34 |
- Extracurricular dissections | 111 298.26 |

Library | 8 941.17 |
Training & development | 6 673.25 |
Tied funds | 179 237.36 |
Casual relief teachers | 179 847.29 |
Administration & office | 108 166.25 |
School-operated canteen | 0 |
Utilities | 72 243.09 |
Maintenance | 27 460.85 |
Trust accounts | 66 264.77 |
Capital programs | 37 773.48 |
Total expenditure | 1 023 406.76 |
Balance carried forward | 558 302.94 |

A full copy of the school’s 2010 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 2010

Achievements

Arts

In 2010 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

The Hurstville Public School band program has continued to excel in 2010. We again operated with 3 bands, Training Band (Year 4), Intermediate Band (Year 5) and Performing Band (Year 6). A total of 104 children have been involved this year. Performances include Education Week, Hurstville Zone Music Festival and Engadine Music Festival. Seven members of the Performing Band played in the Sydney Region Band at the Sydney Region Music Festival at the Opera House. During Bandfest all 3 bands performed to an extremely high standard, with all achieving a gold award. This was the first time our school bands have achieved this feat. A band camp at Stanwell Tops was well attended by the students in the Intermediate and Performing Bands. Two of our teachers attended the camp, along with staff from Engadine Music Centre. We have been very fortunate to have had our 3 bands available for school performances, showcase performances and Presentation Day assemblies.

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.

Choir is one of the four Creative and Practical Arts (CAPA) activities students in Year 2 participate in. In 2010, the Year Two Choir was the backbone of the Year Two performance for Education Week at the school concert.

Twenty five students were chosen to represent our school at the Hurstville Zone Music Festival held in August at The Sutherland Entertainment Centre. The choir finished the year off with performances at the Hurstville K-Mart Wishing Tree and at community carols in the park.

Dance

The senior dance group consisted of 20 boys and girls. They successfully performed an energetic and popular dance routine on a number of occasions throughout the year.

Twenty seven students from Years three, four and five were part of the Chinese Dance Group, celebrating their culture and presenting a colourful and vigorous dance from South west China. The students worked very hard to perfect their skills and performed to great acclaim.

Poetry Group

In 2010, a Chinese poetry group was formed from boys and girls in Years 3 and 4. The group won 2nd prize for the reciting a moving poem titled “Go To School” 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.

The school held carnivals for swimming, cross country and athletics. Jarrah house was the winner of both the swimming and cross country carnivals and Waratah house won the athletics carnival.

At the Botany Bay zone level, Hurstville Public School continued to be very competitive. We finished first overall school champions for swimming. Thirteen students made it through to the Sydney East area carnival for swimming, three students for cross country and three students for athletics.

At a state level, Hurstville achieved excellent results. One student was successful in swimming coming third and two competitors finished second and ninth in athletics.
In the Primary Schools Sports Association (PSSA) competition our school had semi-finalists in netball with two Division 2 teams- junior A and senior B teams and Division 1-junior A team. Our only winning grand final team was the junior A, Division 2 netball team.

**K-2 Tabloid Sports Day**

Students in mixed groups rotated between ten different activities where they were required to use a range of skills and equipment, developing physical movement skills, teamwork and co-operation. Parents were actively involved in assisting with the activities and Year six students acted as team leaders.

**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**

Throughout the year the OC classes worked on a science project titled ‘The Jason Project- Infinite Potential’. The project connected teachers and students with leading scientific researchers and engaged students in the scientific exploration of sustainable energy. The project enabled inquiry-based learning and allowed students to experience science through the use of technology, research and practical activities.

**It’s Academic**

In 2010, seventeen Year Six students from Hurstville Public School were selected to participate in Channel 7 children’s game show ‘It’s Academic’. The questions were based on curriculum, pop-culture and sporting knowledge. The team won the first round heats, the semi finals and came second in the grand final.

**Debating and Public Speaking**

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 reached the semi-finals of the ‘Premier’s Debating challenge’.

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. Our Stage 3 representative received a highly commended accolade.

**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)

Year 3 and Year 5 students sat for the test, including students in the IM support classes and the OC classes.

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](image)

In reading:

6.8% of students were in bands 1 and 2; and
64.5% of students were in bands 5 and 6.

Both of these results represent an improvement from 2010 and continue an upward trend of average improvement since 2007. Students from non-English speaking backgrounds (NESB) will continue to receive additional support from English as Second Language (ESL) teachers to improve comprehension.
In writing:
1% of students were in bands 1 and 2; and 
75% of students were in bands 5 and 6.
The average mark in writing for Year 3 students was 
higher than both the similar school group and the 
state and has continued to improve.

In spelling:
4.9% of students were in bands 1 and 2; and
74.1% 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.

In grammar and punctuation:
6.8% of students were in bands 1 and 2; and 
74% of students were in bands 5 and 6. 
These results represent an improvement since 
2010. The average mark for students continued to 
improve and was above the state average.

**Overall literacy**
Overall, boys and girls in Year 3 had similar results 
in spelling and grammar and punctuation, although 
girls performed better in reading and writing. 
Reading comprehension will be a focus in 2011, 
especially for boys. ESL students also performed 
better than similar school group and state averages.
In numeracy:
8.6% of students were in bands 1 & 2; and
67.3% of students were in bands 5 and 6.
The average mark for students in numeracy is
higher than the similar school group and the state
and continues a trend of improvement.
There is very little difference in the performance of
boys and girls in year 3 numeracy.

In reading:
13.1% of students were in bands 3 and 4; and
62% of students were in bands 7 and 8.
In 2010 the school implemented strategies to
improve student comprehension in reading
including increased resources and staff
development. In 2011 the school will participate in
a project which will focus on improving students
reading comprehension and vocabulary
development. Students from non-English speaking
backgrounds will receive additional support from
ESL teachers to develop a greater comprehension
skills.
In writing:
8% of students were in bands 3 and 4, a decrease over 2009; and
62% of students were in bands 7 and 8.
The average score for students in writing is significantly above both the similar school group and the state.

In spelling:
9.2% of students were in bands 3 and 4; and
76.8% of students were in bands 7 and 8.
Spelling is an area of strength and the average mark for Year 5 students in spelling is significantly higher than both the like school group and the state.

In grammar and punctuation:
7.4% of students were in bands 3 and 4; and
73.9% of students were in bands 7 and 8.

Overall Literacy
Year 5 girls performed better than boys in overall literacy. However, boys have been showing a trend of improvement over the past two years. Reading comprehension will be a focus for both boys and girls in 2010. Although student results are well above the state and regional average, the school aims to focus on improving scores for all students in overall literacy.
Numeracy – NAPLAN Year 5

In numeracy:
6.8% of students were in bands 3 and 4; and
64.2% of students were in band 8, and 11.9% were in band 7.

Girls performed slightly better than boys in overall numeracy in 2010. The area of number, patterns and algebra continues to be an area of strength for all students. In 2011, the school will focus on working mathematically.

Progress in literacy

Students are measured on their improvement between Years 3 and 5 and compared to average rates of expected progress.

Average progress in reading and writing was slightly higher than in 2009, with the trend of improvement continuing in reading. Growth was higher than the similar school group and state averages, especially in writing. Average progress in grammar and punctuation is significantly above the similar school group and state averages.

Progress in numeracy

Average progress in numeracy is above the similar school group and state average. However, growth is lower than in 2009 and consistent with 2008 results.
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.

Students who were exempt from NAPLAN because of disabilities, learning English for less than 12 months and placement in a support class are included in the numbers of students not reaching benchmarks.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Individual programs will be developed for students and groups not meeting benchmarks, including students newly arrived from overseas.

Significant programs and initiatives

**Aboriginal education**

2010 has seen the continued use of personalized learning plans in the educational planning for our Aboriginal students. This has resulted in more focused teaching and learning lesson plans and an increased involvement of our Aboriginal parents in the learning process.

During Reconciliation Week our school hosted a visiting Aboriginal Dance Troupe. This was a most enjoyable and educative experience for all our children. We were also entertained and taught Aboriginal customs through song by Aunty Wendy.

**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 2010 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 2010 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 2010, 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.
Community language – Chinese

Approximately four hundred students from Chinese language backgrounds in Kindergarten to Year 4 participated in the Chinese community language program.

Students attended lessons for up to 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

One hundred and twenty students in the Years 5 and 6 OC classes participated in Italian language classes provided by a teacher from Co.As.It.

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 “Cinderella” and a traditional Italian meal at a local restaurant.

Opportunity Class (OC) and Selective High School

Sixteen students were successful in gaining a place in the OC classes at Hurstville Public School for 2011. Four students received offers for classes at other schools and six were on reserve lists.

One hundred and thirty three students received offers for enrolment in a selective high school in 2011 and eleven students were on reserve lists.

University of NSW competitions

In 2010 four hundred and seven students from Years 3-6 participated in the University of NSW English Competition and were awarded 33 High Distinctions, 102 Distinctions, 139 Credits and 133 Participation certificates.

Four hundred and five students from Years 3-6 participated in the University of NSW Mathematics Competition and were awarded 63 High Distinctions, 199 Distinctions, 93 Credits and 50 Participation certificates.

Three hundred and ninety eight students from Years 3-6 participated in the University of NSW Science Competition and were awarded 24 High Distinctions, 138 Distinctions, 114 Credits and 122 Participation certificates.

Progress on 2010 targets

School targets were identified following analysis of data concerning student and school performance. Targets were included in the school plan and supported by the budget.

Target 1

To improve the teaching of and learning outcomes in information communication technologies (ICT).

Our achievements include:

- An increase in access to current technologies within and across the school, including the introduction of mobile laptop labs and new interactive whiteboards installed in 6 classrooms; and
- Further integration of technology into classroom practice across key learning areas through ongoing training and development;

Target 2

To improve literacy, with a particular focus on reading comprehension.

Our achievements include:

- participation in the professional learning projects ‘Growing the Gains’ and ‘Reading Matters’;
- a strong focus on reading for meaning in teaching programs for literacy; and numeracy.
- improved NAPLAN results in reading
- increased numbers of students achieving reading benchmarks K-2.
Target 3

To improve student skills in numeracy, with a particular focus on working mathematically.

Our achievements include:

- Development of explicit teaching and learning activities K-6 to cater for different levels of ability;
- A focus on the language of mathematics and problem solving activities in teaching programs; and
- Data from school based assessments indicate improved problem solving skills.

Target 4

To improve school systems for student wellbeing

Our achievements include:

- Implementation of ‘Positive Behaviour for Learning’ (PBL) project – Phase 1;
- Evaluation of effective school wide systems to support student wellbeing; and
- Review of school values and rules and development of behaviour matrixes.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of homework and school culture.

Educational and management practice

School Culture

Background

The school sought the opinion of students, staff and parents about school culture using the ‘quality of school life’ survey. Students were asked the following questions:

1. The school knows about the parents and community in which it serves.
2. School leaders have a positive influence on school culture.
3. The school praises and rewards students who are successful.
4. The students are the school’s main concern.
5. Students support what is happening at school.
6. I am proud of my school.
7. New students are made welcome.
8. The school appreciates having me as a student.
9. The school encourages students to achieve their best.
10. The school encourages everyone to learn.
11. The school caters for the learning needs of all students.
12. The school is continually finding ways to improve what it does.
13. When necessary, the school makes important changes to what it does.

Staff and parents were asked corresponding questions.
**Findings and conclusions**

Survey results are presented below. Results are presented in percentages in order of student, parent and staff responses.

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**Findings and conclusions**

**Year 1 student responses**

- 74% do some homework every night
- 54% take a short time to do homework
- 42% think the amount of homework is enough
- 86% like doing homework
- 39% like home reading, and 27% like doing maths
- 26% don’t like doing spelling
- 29% do homework straight after school and 30% before dinner
- 56% of parents help with homework
- 72% have a designated area to do homework
- 48% have no other activities that stop them completing homework
- 91% of teachers mark homework
- 71% of parents know if homework is completed
- 62% of teachers keep a record of homework
- 92% of teachers reward them for doing homework
- 55% said homework makes them feel happy

**Year 2 student responses**

- 56% do some homework every night
- 73% take a short time to do homework
- 53% think the amount of homework is enough
- 87% like doing homework
- 36% like science, 34% like home reading and 35% like maths
- 25% don’t like doing spelling and 24% don’t like writing
- 48% do homework straight after school
- 60% of parents help with homework
- 74% have a designated area to do homework
- 28% have no other activities that stop them completing homework
- 100% of teachers mark homework
- 76% of parents know if homework is completed
- 74% of teachers keep a record of homework
- 81% of teachers reward them for doing homework
- 48% said homework makes them feel happy

**Year 3 student responses**

- 50% do some homework every night
- 27% spend less than 30 minutes
- 85% think time spent is acceptable
- 49% think the amount of homework is enough
- 81% like doing homework
- 75% do homework between 3-5pm
- 60% occasionally ask for help
- 69% of parents help with homework
- 100% do maths, home reading and spelling and 76% do research projects
- 52% like home reading and 49% like maths
- 18% don’t like doing spelling and 24% don’t like writing
- 66% have a designated area to do homework
- 45% said that coaching stops them completing homework
- 85% of teachers mark homework
- 91% of parents know if homework is completed
- 99% of teachers keep a record of homework
- 47% of teachers reward students for doing homework
- 37% said homework makes them feel happy

**Year 4 student responses**

- 55% complete all their homework in one night
- 36% spend less than 30 minutes
- 90% think time spent is acceptable
- 53% think the amount of homework is enough
- 77% like doing homework
- 67% do homework between 3-5pm
- 52% occasionally ask for help
- 55% said their parents help with homework
- 80% do maths, spelling and textbook exercises, 64% do home reading and 53% do research projects
- 42% like maths, 28% like home reading and 27% like spelling
- 20% don’t like completing unfinished class work
- 30% do not have a designated area to do homework
50% said that coaching stops them completing homework
78% said the teacher marks homework
92% said parents know if homework is completed
96% said teachers keep a record of homework
60% said teachers reward for doing homework
33% said homework makes them feel happy

**Year 5 student responses**
65% complete all their homework in one night
45% spend less than 30 minutes
90% think time spent is acceptable
60% think the amount of homework is enough
53% think the amount of homework is enough
60% do homework between 3-5pm
44% occasionally ask for help
40% of parents help with homework
66% do maths, 49% do textbook exercises 48% do spelling and 33% do research projects
78% like doing homework
36% like computer work and 33% like maths
25% don’t like doing writing
57% have a designated area to do homework
54% said that coaching stops them completing homework
57% of teachers mark homework
94% of parents know if homework is completed
98% of teachers keep a record of homework
46% of teachers reward them for doing homework
35% said homework makes them feel happy

**Teacher Responses**
94% set homework to be completed every night
74% expect students to spend about 30 minutes
94% think time spent is acceptable
80% think the amount of homework is enough
33% set one piece of homework for the whole class, 33% give whole grade homework and 33% set individualised homework
68% expect students will occasionally need help

94% set spelling, 88% set home reading and maths and 55% set research projects
53% mark homework with a combination of teacher and student
53% believe marking homework in class time is a productive use of teaching time
71% feel happy or OK about marking homework
85% keep a record of homework
65% reward students for doing homework
71% believe they provide enough feedback to students
62% believe they provide enough feedback to parents
65% are familiar with the DET homework policy
88% are happy with their current homework program

**Parent Responses**
57% of children do some homework every night
55% of children spend less than 30 minutes
88% think time spent is acceptable
47% think the amount of homework is enough
53% think the amount of homework is enough
64% of children do homework between 3-5pm
43% children occasionally ask for help
72% of parents help with homework
85% of children do home reading, 72% do maths, 65% do spelling and 41% do writing
100% organise family routine to help with homework
59% said that nothing stops children completing homework
92% know if homework is completed
98% believe teachers keep a record of homework
54% believe teachers reward children for doing homework
53% believe parents receive enough feedback from the teacher
26% are familiar with the DET homework policy
76% are happy with the current homework policy at Hurstville Public School
Future directions

In 2011, the school will form a representative working party to establish consensus of expectations about homework and to review and update the school homework policy.

The school will also publish the department of Education’s guidelines on homework to the parent community. The school will provide information to parents on curriculum expectations.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. There is strong agreement that:

- children enjoy coming to school;
- children feel safe at school;
- student achievements are recognised;
- the school maintains a focus on literacy and numeracy;
- the school supports students who are gifted and talented;
- the school supports students who are experiencing learning difficulties;
- the school is a friendly school that is tolerant and accepting of all students;
- the school teaches and promotes core values;
- parent sessions are informative; and
- the newsletter keeps the community informed.

There is overall agreement that:

- fair discipline exists within the school;
- the school promotes its uniform policy;
- teachers have high expectations of students;
- school leadership is effective and responsive; and
- the school office responds to enquiries and requests in a friendly and prompt manner.

Some parents identified that the school needs to:

- improve the resources and physical environment of the school;
- provide more access to computers and stronger technology programs and resources;
- extend extracurricular programs; and
- provide more relevant information about student progress on student reports.

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, catering for students with diverse needs, 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 Kindergarten teachers participated in Best Start training and the Best Start Lighthouse project. Year 2 teachers were part of a ‘Growing the Gains’ literacy project and Year 4 teachers completed a ‘Reading Matters’ project to improve the teaching of reading.

Members of the school technology committee 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.

A representative school team was trained in planning and implementing Positive Behaviour for Learning (PBL). Executive staff, support staff and OC teachers attended conferences and network meetings.

In 2010, 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 $830 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 2011.
School development 2009 – 2011

The school has a three year management plan that identifies priority areas for action in providing all students with opportunities to succeed academically and socially. These priority areas are literacy, numeracy, technology (ICT), and student wellbeing. The school sets annual targets that focus on specific areas of improvement.

Targets for 2011

Target 1

To improve reading results for all students with a specific focus on comprehension.

Strategies to achieve this target include:
- Implementation of the Focus on Reading (FOR) project in Years 2-6
- Implementation of the Comprehension, Reading and Vocabulary Enrichment (CRAVE) project in Years K-1

Our success will be measured by:
- Overall growth in reading between Years 3 and 5 as measured on NAPLAN to match school growth in other areas of literacy
- Consistent achievement for both boys and girls in Year 5
- Continued high achievement of students identified in Year 3 through to Year 5 and Year 7 as measured on NAPLAN

Target 2

To improve numeracy results for all students with a specific focus on working mathematically as measured on internal school data.

Strategies to achieve this target include:
- Implementation of the Focus on Reading (FOR) project in Years 2-6 with emphasis on comprehension in problem solving
- Implementation of the Comprehension, Reading and Vocabulary Enrichment (CRAVE) project in Years K-1 with an emphasis on problem solving

Our success will be measured by:
- Overall growth in measurement and data between Years 3 and 5 as measured on NAPLAN to match school growth in numeracy
- Consistent achievement for both boys and girls in Year 5
- Continued high achievement of students identified in Year 3 through to Year 5 and Year 7 as measured on NAPLAN

Target 3

To provide infrastructure supported by professional learning to enhance the use of technology supporting curriculum delivery.

Strategies to achieve this target include:
- Provision of wireless network, electronic whiteboards and laptop laboratories to provide quality access to technology for learning
- Development of mentoring circles for technology to improve teaching and learning practices

Our success will be measured by:
- Provision of wireless network leading to increased use of technology in teaching and learning
- Installation of and training in electronic whiteboards in all permanent classrooms and access by all staff and students
- Purchase of mobile laptop laboratories to facilitate staff and student access K-6

Target 4

To implement Phase 2 of the Positive Behaviour for Learning (PBL) Project.

Strategies to achieve this target include:
- Launch of PBL to the wider school community
- Development of school wide and community expectations of behaviour matrixes

Our success will be measured by:
- Improved welfare systems data as measured against baseline data from Phase 1 PBL 2010
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.

Anita Rooney, Principal
Ronda Jones, Deputy Principal
Danielle Scott, Staff Representative
Tina Cowley, Staff representative
Meimei Chau, P&C president

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School Code: 2197

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: