2008 Annual School Report
Mount Hunter Public School

NSW Public Schools – Leading the way
Messages

Principal's message

I am pleased to present the 2008 Annual School Report for Mount Hunter PS, outlining our school's many successes in academics, citizenship, sport and the arts.

Mount Hunter PS is a small, P5 school situated near Camden and is committed to children striving for high academic achievement through quality teaching and learning and a strong welfare ethic.

Mount Hunter enjoys strong community involvement in many programs. This relationship with our parents is fostered on many levels and allows a rich and varied curriculum to be enjoyed by the students.

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.

Mr John Thorne, Principal

P&C message

The Mount Hunter Parents and Citizens Association has enjoyed a collaborative and supportive relationship with the Principal and staff of our school throughout 2008. We have worked within the school plan to contribute towards many of the programs operating within the school.

Through monthly meetings the parent body is kept informed of the decisions made by the school that directly affect the children and community. These meetings are also an important platform for the P&C to have input, where appropriate, in decision making. The community is well represented at P&C with approximately 25% of families attending meetings. A figure we are very proud of.

Parents support in classroom and school activities is very rewarding and as always parents are ready and willing to transport students to sport and cultural activities and assist with school excursions.

Whilst not its primary role in the school, contributing to school projects through fundraising activities forms an integral part of the responsibility of the P&C.

Success in the following events, Country Fair, Mothers’ and Fathers’ Day stalls, barbecues and raffles has raised much needed funds for the school and contributed to the purchase of reading material, maths resources and a new COLA.

Mrs Tania Wells, P&C President

Student representative's message

At Mount Hunter Public School our student leadership program helps us to develop our leadership skills and responsibility in our school community. This year all of Year 6 shared the leadership roles in a cooperative manner.

Student leaders were involved in leading the weekly assembly presenting academic, encouragement, citizenship and sporting awards to fellow students. We also led special assemblies which celebrate and commemorate Australia's history such as ANZAC Day. Carly James led part of the ANZAC Day service in Camden.

Each lunch time we organise a range of sporting equipment to encourage students to be active and play together.

Carly James, Mathilda Wintle, and Taylor Webb
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

![Student enrolment profile chart](chart)

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>K/1</td>
<td>K</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>2</td>
<td>13</td>
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<td>2 3</td>
<td>2</td>
<td>14</td>
<td>22</td>
</tr>
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<td>2 3</td>
<td>3</td>
<td>8</td>
<td>22</td>
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<tr>
<td>4/5/6</td>
<td>4</td>
<td>9</td>
<td>20</td>
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<tr>
<td>4/5/6</td>
<td>5</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>

All classes at Mount Hunter Public School are composites due to the small number of children enrolled, K–6. These smaller numbers are reflected in the overall class sizes and individual groupings.

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

Mount Hunter PS has a teaching principal and two classroom teachers. Additional to this is one teacher employed for seven days per fortnight whose roles include support for students experiencing learning difficulties, library and the supply of some release of other teachers from face-to-face teaching.

Mount Hunter's non-teaching staff comprises a full-time School Administration Manager as well as a School Administration Officer and General Assistant each for one day per week. Some hours of additional support for students in class has been allocated and this role is filled by a teacher's aid (special).

Staff retention

Mount Hunter PS was able to retain 100% of the teaching staff of 2007 into 2008.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.2%.

Teacher qualifications

All teaching staff at Mount Hunter PS meet the professional requirements for teaching in NSW public schools and holds a teaching degree.
Financial summary

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

Date of financial summary: 11/30/2008

Income $ 
Balance brought forward 68 527.38
Global funds 49 640.36
Tied funds 29 982.40
School & community sources 14 258.18
Interest 4 751.83
Trust receipts 1 247.00
Canteen 0.00
Total income 168 407.15

Expenditure
Teaching & learning
Key learning areas 4 579.68
Excursions 5 674.59
Extracurricular dissections 6 896.17
Library 1 440.63
Training & development 553.64
Tied funds 29 742.88
Casual relief teachers 21 210.02
Administration & office 16 927.98
School-operated canteen 0.00
Utilities 7 776.95
Maintenance 4 874.06
Trust accounts 6 200.19
Capital programs 0.00
Total expenditure 105 876.79
Balance carried forward 62 530.36

A full copy of the school’s 2008 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 2008

Achievements

Arts

Creative and Performing Arts has been an ongoing focus at Mount Hunter Public School. Students have participated in many programs that foster creativity and allow an expression of skill. In 2008, this has included:

• submission of art works in the Western Sydney Environmental Art Competition and Camden Show;
• student art works exhibited at the Wollondilly Shire Council exhibition focussing on reconciliation. The exhibition was organised by the Wollondilly Aboriginal Advisory Committee;
• the Wollondilly Performing Arts Festival provided students with the opportunity to showcase their talents in music. The school choir, comprising 70% of our enrolment, performed on the night;
• opportunities for students to receive individual tuition through the Music Van, which visits our school each week and tutors small groups;
• the formation of the school choir and its performance of a selection of Christmas carols at the Camden Civic Centre;
• participation in numerous music assemblies, where students have the opportunity to present dance items, drama and singing;

Sport

Students from Mount Hunter participated in all Razorback Zone sports carnivals in swimming, cross country and athletics, zone selection trials in a variety of sports and equestrian.

The Gala Days in Netball and Oztag organised by the Razorback PSSA were well attended with 100% of students from Years 4 to 6 participating as well as some of the Year 3 students.

Active After-School Communities is a federally funded program of physical activity offered to the students of Mount Hunter Public School for an hour twice a week. The program was very successful attracting an average of 25% of the school’s enrolment.

The School Swimming Scheme operated again this year for all students from Year 2 to Year 6. The program offered the students the opportunity to become more confident in the water (for the younger ones) and to become more proficient in stroke for the more able swimmers. 20% of the students attending were able to reach ‘Top Of The Pool’ recognition for proficiency at the conclusion of the program.

Other

• Carly James, a year 6 student, was nominated as part of the South Western Region, Public education ambassadors Program. This student demonstrated exemplary values of public education, leadership qualities and ongoing contribution to the school community. Ambassadors attended Taronga Zoo,
followed by an evening performance and presentation of Certificates at Bankstown Town Hall.

- As part of Education Week an Early Australian Day was organised. All students attended school dressed in period costume and *The Journeyman* visited the school. The day began with stories of life in England, The First Fleet and establishing a Colony. Students were part of the presentation with the opportunity to play games, captain ships and sing songs.

**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 the 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy is divided into four strands (reading, spelling, grammar & punctuation and writing) with the total score representing an overall literacy achievement level. In writing students were required to write a narrative.

Numeracy is divided into three strands (number, patterns and algebra, measurement and data and space and geometry) with the total score representing an overall achievement level.

**Literacy – NAPLAN Year 3**

86% of students achieved results placing them in Band 3 or higher in Overall Literacy.

When compared to state wide averages, our students achieved an average score of in Overall Literacy of just less than the South West Sydney and State averages.

Some of the strengths shown in literacy included inferring the nature of a character in a short narrative and interpreting ideas in an explanation. In writing, our students were able to display sound text structure, descriptions of characters and settings, mostly correct simple sentences and sound spelling of most simple words and common words.

Areas of focus in 2009 include paragraphing, writing more compound and complex sentences, the use of higher order and technical vocabulary and sequencing events in various texts.

**Numeracy – NAPLAN Year 3**

No student was placed in the lowest Band in numeracy and 87% achieved in Bands 3 or higher. 30% of students achieved in the highest two bands.

Some of the strengths shown in numeracy included continuing a number pattern by counting beyond 1 000, questions related to 2D shapes and comparing data and drawing conclusions from information presented as a column graph.

Areas of focus in 2009 include the language of chance, the use of a key in interpreting data in a picture graph, the addition of money and Australian coins and the use of grouping or other strategies to solve simple division problems.

**Literacy – NAPLAN Year 5**

Some of the strengths shown in literacy included interpreting information in a narrative and connecting ideas in a narrative or short biography. In writing, our students demonstrated strengths in structuring text, developing ideas in a narrative and correctly using appropriate links between sentences.

Focus areas in 2009 will include inferring an author’s point of view in an argument, the use of the apostrophe of possession and the use of higher order and technical vocabulary.

**Numeracy – NAPLAN Year 5**

Students demonstrated strengths in division of up to a 4 digit number by a single digit number, concepts related to area and symmetry, the relationship between digital and analogue time and the location of information from data summarised in a two-way table.

Concepts to be further developed in 2009 include those related to identifying 2D shapes both regular and irregular, compass points, totals involving money and perimeter.

**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
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<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 2008

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

Significant programs and initiatives

Aboriginal education

Aboriginal and Torres Strait Islander perspectives are imbedded in all programs and across all Key Learning Areas at Mount Hunter Public School.

A cornerstone of the curricula is student knowledge about contemporary Australia and Australian society, including its environment, people, history and an understanding and recognition of Aboriginal and Torres Strait Islander cultural heritage is part of the heritage of all Australians.

Multicultural education

Mount Hunter Public School is an inclusive school community and a racism-free learning and working environment.

During 2008 we reviewed and developed our Student Welfare Policy, a values based document which includes a Cultural Diversity and Anti-Racism Statement. School practices and policies promote harmony and counter racism and intolerance and develop understanding of cultural, linguistic and religious differences.

Reading resources were purchased and language units studied highlighting cultural differences.

Respect and responsibility

During 2008 Mount Hunter Public School actively promoted respect and responsibility. Achievements included:

- Review of student welfare practices throughout the school to ensure consistency of consequences for playground behaviour and an appropriate and consistent set of school rules. These rules are displayed in all classrooms.
- 40% of students attended the Camden ANZAC Day March and commemoration ceremony where our Regional Public Education Ambassador read the prayer.
- Roles and responsibilities for the Year 6 ‘School Leadership Group’ continue to develop.
- ‘The Family School’ motto was promoted through school assemblies and ‘buddy’ learning programs such as ‘Doing Things Together’ where senior students took on leadership roles to mentor younger students.
- Along with Integrity, Excellence and Care, Respect and Responsibility make up the five key values at Mount Hunter Public School. These values have become our priority at the school, form the basis of the Student Welfare Policy and are promoted and discussed in all learning from Kindergarten to Year 6.

Progress on 2008 targets

Target 1

Increase the level of attainment of all students in literacy

Our success will be measured by:

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100%</td>
<td>The minimum standard (Skill Band 2 or higher) in NAPLAN literacy</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
<td>The proficiency standard (Skill Band 5 and Skill Band 6) in literacy</td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
<td>The minimum standard (Skill Band 4 or higher) in literacy</td>
</tr>
<tr>
<td>5</td>
<td>33%</td>
<td>The proficiency standard (Skill Band 7 or Skill Band 8) in literacy</td>
</tr>
</tbody>
</table>

Our achievements include:

- 86% of students achieved Skill Bands of 3 or higher in Year 3.
- 43% of students achieved in the proficiency Skill Bands 5 and 6 in Year 3.
• 100% of students achieved Skill Bands of 4 or higher in Year 5.

Target 2
Increase the level of attainment of all students in numeracy
Our success will be measured by:

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>75%</td>
<td>The minimum standard (Skill Band 2 or higher) in NAPLAN numeracy</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
<td>The proficiency standard (Skill Band 5 and Skill Band 6) in numeracy</td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
<td>The minimum standard (Skill Band 4 or higher) in numeracy</td>
</tr>
<tr>
<td>5</td>
<td>33%</td>
<td>The proficiency standard (Skill Band 7 or Skill Band 8) in numeracy</td>
</tr>
</tbody>
</table>

Our achievements include
• No student was placed in Skill Band 1 in Year 3.
• 30% of students achieved results in the proficiency Bands of 5 and 6 in Year 3.
• 100% of students achieved results in Skill Bands 4 or higher in Year 5.

Target 3
Increase the level of attainment of all students in relation to positive referral levels of the school's Student Welfare Policy
Our success will be measured by:

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>100%</td>
<td>The minimum positive achievement level of Bronze</td>
</tr>
<tr>
<td>K-6</td>
<td>40%</td>
<td>The highest positive achievement level of Gold</td>
</tr>
</tbody>
</table>

Our achievements include
• The implementation of Mount Hunter PS Student Welfare Policy based on common values as surveyed within the Mount Hunter community and including all stakeholders.
• 95% of students achieved Bronze Awards.
• 30% of students achieved Gold Awards.

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 2008 our school carried out evaluations of School Culture and English.

Educational and management practice

School Culture

Background
School Culture is an important component of the overall tone of the school. In 2008 we chose to evaluate teacher, student and parent perceptions about school culture using surveys.

Twenty-five percent of our families and all teachers responded to the survey. Responses were sought from students in Years 4 to 6.

Findings and conclusions
Staff responses indicated that:
• Understanding and responding to the context of the local community is important in achieving shared goals for the school.
• Meeting the needs of students and encouraging students to achieve their best is crucial.
• The school continually finds ways to improve what it does and staff are part of this improvement.
• The school knows about the families and community it serves.
• The school caters for the learning needs of all students, praising and rewarding success.
• Teachers cater for the learning needs of students.
• They are encouraged to achieve their best and are rewarded for success.
• They support what is happening at the school and are proud of attending their school.

Future directions
A detailed analysis of the responses from all groups identified three areas for improved school culture.

Greater support for new community members and their contributions to the school amongst existing community members will enhance the school culture.

Incorporating flexibility in timetabling and student grouping will demonstrate commitment to meeting student needs.

Maintaining high expectations of student learning and continued recognition of success is crucial to a positive school culture amongst all stakeholders.
These areas will be addressed in the 2009 School Management Plan.

Curriculum

English

Background

Literacy will always be a crucial component of planning at Mount Hunter PS. With this in mind and leading into a new three year planning cycle in 2009 we felt it important to obtain base line data on which our future directions could be based.

A number of assessment instruments were used to collect data. These included:

- Analysis of student work samples and student performance in school assessment tasks.
- TARS (Teacher Assessment Review Schedule) dialogue between Principal and teachers to ascertain the developmental consistency of the current scope and sequence in English and the way English is being implemented in classrooms.
- Survey of parents, students and staff.
- A stocktake of resources currently utilised in the delivery of English programs throughout the school.

Findings and conclusions

- Except for a few areas, current resources were adequate and appropriate to service the delivery of programs and meet the needs of students K-6.
- Parents were aware of the importance placed on literacy at Mount Hunter PS and would like to know more about the content of curriculum and its delivery in multi-aged classrooms.
- Parents were comfortable discussing concerns with staff in relation to their child’s progress in literacy.
- The ‘home reading program’ needs to be reviewed and consistently applied.
- Review of the role of Support Teacher Learning Assistance and the resources, both financial and personnel, available to assist students experiencing difficulty in their learning.

Future directions

- Review the allocation of funds from the Learning Assistance Program and how they are used to ensure full and value for money programs for students experiencing difficulty in learning.
- Hold a series of workshops for parent addressing curriculum content and delivery of programs in multi-aged classrooms.
- Replenish and maintain a library of home reading texts to cater for all levels.
- Continue to embrace the principles of quality teaching in lesson preparation and assessment tasks for all students and to strengthen the use of technology in the classroom to assist in achieving high outcomes for all students.

These areas will be addressed in the 2009 School Management Plan.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Mount Hunter PS enjoys an active and supportive community. Parent, student and teacher satisfaction is high.

Background

Assessment instruments for this evaluation included:

- Dialogue between teachers and Principal and teacher attendance data as an indicator to ascertain the degree of satisfaction;
- Focus group discussions and interviews with students;
- Student attendance and stability of enrolment;
- Survey of parents.

Findings and Conclusions

- A very high percentage of students displayed an overall positive view about school life including a general satisfaction at school, a strong sense of achievement, relevance of schooling and positive student-teacher relationships.
- Student attendance rate of 96.1% supported this positive attitude;
- Teachers expressed high level satisfaction with the school which was supported by an attendance rate of 95.2% throughout 2008;
- Parents place a high value on the education of their children at Mount Hunter PS. On average throughout 2008 30% of families were represented at P&C meetings. In this
caring and supportive forum, satisfaction with school programs and achievements is openly expressed.

Professional learning
All staff participated in professional learning experiences during 2008 as a whole school, as focused groups or individually. Professional learning funds were expended on ICT, Quality Teaching, Gifted and Talented programs, Literacy and Numeracy, syllabus implementation in other Key Learning Areas, leadership and career development and welfare and equity. Expenditure equated to approximately $700 per staff member.

School development 2009 – 2011

Targets for 2009
Our targets for 2009 – 2011 are focused on the three areas of Literacy, Numeracy and Student Engagement.

Target 1
Increase the level of attainment of all students in literacy

Strategies to achieve this target include:
Analysis of individual students’ needs and provision of appropriate support

Purchase and utilize explicit teaching resources for ‘reading for understanding’

Implementing focused programs throughout the school including:
- Key Into Comprehension (Reading)
- Home Reading Program
- Extra reading support programs for particular groups of students organized through Regional support and community volunteers.
- Scope and sequence in Writing K-6, utilize cooperative programming.

The partnership between the home and school will be strengthened through the provision of information via newsletters and parent information sessions.

Our success will be measured by:
Year 3
- 100% of students achieving the minimum standard in NAPLAN Literacy
- 50% of students achieving the proficiency standard in NAPLAN Literacy

Year 5
- 100% of students achieving the minimum standard in NAPLAN Literacy
- 50% of students achieving the proficiency standard in NAPLAN Literacy

Target 2
Increase the level of attainment of all students in numeracy

Strategies to achieve this target include:
Analyze all assessment data, identify and implement strategies to improve learning outcomes in identified areas:
- Number
  - Chance
  - All operations involving money
  - Fractions and Decimals
- Data
  - Interpreting from various graphs
- Space and Geometry
  - Position (Direction and Scale)
  - 3D shapes

Ensure monitoring and evaluation processes for numeracy are in place and include community input

Development of a strategic and systematic K-6 assessment program which will require:
- Consistency of teacher judgement
- Monitoring of student work
- Tracking of student progress
- Programming responsive to student needs.

Our success will be measured by:
Year 3
- 100% of students achieving the minimum standard in NAPLAN Numeracy
- 42% of students achieving the proficiency standard in NAPLAN Numeracy

Year 5
- 100% of students achieving the minimum standard in NAPLAN Numeracy
- 50% of students achieving the proficiency standard in NAPLAN Numeracy

Target 3
Increase the level of student engagement

Strategies to achieve this target include:
The identification of staff professional learning needs and planned individual programs to ensure implementation of Quality Teaching framework in classrooms.

Implementation, monitoring and evaluation of new Student Welfare Policy for Mount Hunter PS.
Partnership between the home and school to be strengthened through the provision of information via newsletters, school web site and parent information sessions.

Promote active participation by an increasing number of students in activities implemented to enhance social and emotional wellbeing and skills for life including:
- Active After-School Communities
- Live Life Well @ School

Provide staff with access to school and regional professional learning activities to support student engagement including:
- Student welfare and wellbeing
- G&T education and curriculum differentiation
- Students with specific needs including autism spectrum disorder

Our success will be measured by:
Increase student attendance rate to 97%. 84% of students achieving Grade appropriate technology skills based on school based assessment of technology competency

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 Eila Diffley, Teacher
Mrs Beverley Gray, Teacher
Mrs Margaret Cameron, Teacher
Mrs Janelle Powter, Teacher
Mrs Tania Wells, P&C President
Mr John Thorne, Principal

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School Code: 2640

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: