Our school at a glance

Students
The Mount Hunter Public School student population remained steady at 45 students all year and is expected to remain at this level in 2011.

Staff
Two classes were formed in 2010. The teaching staff and students were facilitated by a Support Teacher Learning (STL), Relief Teacher, Librarian, a Reading Recovery Teacher for half a year one day a week, a School Counsellor one day a week, a School Support Officer (Teacher’s aide), Three and a half days of a Senior Administration Manager and a one day allocation for a General Assistant to maintain grounds and for general maintenance.

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

Significant programs and initiatives
During 2010 Mount Hunter Public School engaged in a series of programs to meet students’ academic and social needs. These included:

- Placement of interactive whiteboards, which have been integrated into daily learning activities across a range of Key learning Areas.
- Quality teaching in Spelling and Writing leading to student improvements in use of strategies to spell words and edit written texts.
- Implementation of Quality Programs in Reading, resulting in an average growth of Stage 1 students 9 reading levels in 9 months.
- Development of Quality Teaching units in HSIE and Science to promote student engagement.
- Introduction and implementation of online ‘Mathletics’ program to cater for individual needs and promote engagement in mathematical learning both at school and home.
- Development and implementation of Student Parliament, giving students greater say in school decision making and promotion of leadership.
- Participation in Public Speaking program, involving four students at a district level and having one student progress successfully to a regional level.
- Active participation in the Tournament of the Minds program successfully extending student talents and creativity.
- Healthy lifestyles continued as a priority, evidenced by high levels of participation in school and district swimming, cross country and athletics carnivals. MHPS participated in Soccer and Oztag Gala days. Both Senior and Junior teams successfully won the District PSSA Oztag competition. Ongoing involvement by students in the Active After Schools program.
- Development and launch of comprehensive school website to increase communication and to promote student learning and school events.
- Promotion of “Family School” values and community involvement through community discos, luncheons and school events.
- Introduction of a new school ‘sport’ uniform and hat donated by the P&C, successfully promoting the schools’ image.

Messages
This report outlines Mount Hunter P.S. successes and achievements for 2010. It gives me great pleasure to report on our progress and successful participation in a wide variety of areas including academic learning, citizenship, student leadership, sport and the creative arts.

Mount Hunter PS is a small, PS 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.

2010 has been an exciting year. Due to an injection of funds there has been the opportunity to provide children with greater access to technology by providing the school with an additional interactive whiteboard. The addition of a library through the Building the Education Revolution and the improvement of buildings and toilets through the national pride program have created facilities and resources that can be enjoyed for many years to come.

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 Sean Pope, Principal

P & C and/or School Council message

The Mount Hunter Parents and Citizens Association worked closely with the Principal, staff and parents throughout 2010 to meet many goals and objectives that we had set at the beginning of that year. We have worked within the school plan to contribute towards many of the programs operating within our school. We have also offered assistance to the schools teaching staff in many ways, such as offering funds to upgrade our reading resources in the library – (A selection of ANZAC related books), offering Mathletics to all students to assist them in their key learning areas that can be utilised at home and whilst in the classroom. Our major assistance came in the way of the new sports uniform. With community fundraiser events we were able to offer all students with: New Sports Polo, News Sports shorts and the new school hat. This meant that the new uniform that we implemented had no financial impact on any of our families. A personal highlight was how as a community we banded together and assisted the family that had an encountered a personal tragedy at the end of the year. We showed community spirit and compassion by offering them with all the items that families had donated and the Mongoose Bike and IPod that we donated as a P & C to the children affected.

Our P & C meet on a monthly basis, where all parents, citizens and friends of the Mount Hunter Community are invited to attend. We are known in the community as the “Family School” with an active parent body with over 25% of the students represented. This is a percentage that we are very proud of. We promote by being part of the P & C you get a valuable insight into your child’s education and daily activities. Also you have input, where appropriate, in decision making.

Other outcomes that we achieved were our various fundraisers. These included Mother’s Day and Father’s Day stalls, Easter Egg fundraiser and the P & C subsidized Disco’s.

Our P & C also runs our school canteen. This is open two days per week. The canteen is only possible through parents (and grandparents) volunteering their time.

Mount Hunter P & C Association has an ongoing partnership with the school which we look forward to continuing in 2011.

Jamie Mainwaring

Student representative’s message

2010 was a fun year. We did lots of different things. Two things I liked were School Parliament and Berry Sport and Recreation camp. I liked School Parliament because you get to have your own say. Berry was great because we got to face our fears on the giant swing and have fun canoeing. In 2010 we did Buddy Reading and started Buddy Writing. It is a great way of getting the little kids to read and write because many of them look up to the person they are working with. In 2010 we also started ‘Mathletics.’ Mathletics is a fun way of learning maths. You
can even verse students from around the world after you have completed the assignments your teacher has given you. Last year we had two school discos and several multicultural lunch days.

Our school did very well in sporting events, especially, when we won the Oztag competition. Many of us participated and did well in school and District Public Speaking competitions.

Tayla Fraser-McSweeney

School context

Student information

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

Student enrolment profile

Student attendance profile

Attendance rates at Mount Hunter Public school remain above state and region averages. There are only minor variations in attendance from Kindergarten to Year 6.

Management of non-attendance

Attendance is strongly promoted through newsletters and other communications with parents. Non-attendance requires a written explanation. In some instances phone contact with parents may be instigated by the school so as to support the regular attendance of all students.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

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

Structure of classes

<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>3/4/5/6</td>
<td>3</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>21</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. Each class is well supported by Support Teacher Learning (STL) and a School Support Officer (Teacher’s aide). A Reading Recovery teacher supports students with reading as do community volunteers and Year 6 students through buddy reading. Student learning is well catered for through Quality learning, group work and targeted support.

**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**

The school has a teaching principal and one fulltime classroom teacher. Additional to this is one teacher employed for six days per fortnight whose roles include support for students experiencing learning difficulties, library and provides teacher relief from face to face teaching (RFF).

Mount Hunter’s non-teaching staff comprises a School Administration Manager for 3.5 days per week and a General Assistant for one day per week. Additional support for specific students in class has been allocated and this role is filled by a School Learning Support Officer.

**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>100%</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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>76,000.28</td>
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<tr>
<td>Global funds</td>
<td>48,916.63</td>
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<tr>
<td>Tied funds</td>
<td>35,344.87</td>
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<tr>
<td>School &amp; community sources</td>
<td>17,479.45</td>
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<tr>
<td>Interest</td>
<td>3,923.02</td>
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<tr>
<td>Trust receipts</td>
<td>10,590.63</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>192,254.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10,937.55</td>
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<tr>
<td>Excursions</td>
<td>10,646.48</td>
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<tr>
<td>Extracurricular dissections</td>
<td>6,822.39</td>
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<tr>
<td>Library</td>
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</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>8,355.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,731.52</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,540.98</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>135,270.75</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>56,984.13</td>
</tr>
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</table>
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**

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 2010, this has included:

- Students’ art works were exhibited at the Wollondilly Shire Council exhibition focusing on reconciliation. The exhibition was organised by the Wollondilly Aboriginal Advisory Committee;
- opportunities for students to receive individual tuition through the Music Van, which visits our school each week and tutors small groups;
- the continuation 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. Students represented the school as part of the small schools swimming relay team at both a regional and state level.

The Gala Days in Soccer and Oztag organised by the Razorback PSSA were well attended with 98% of students from Years 3 to 6 participating. Mount Hunter Public School achieved outstanding success finishing as Oztag premiers for both senior mixed and junior mixed teams in 2010.

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 of 15% to 25% of the school’s enrolment each week.

**Public Speaking**

A public speaking program was initiated involving all students from 3-6. 95% of students entered the school Public Speaking competition and 4 students went on to represent the school in the Wollondilly District section. One student was successful in gaining first place and went on to compete against all Macarthur/Campbelltown schools. The student was successful at this level and went on to represent the school and district at a Regional level. (This was the highest level achievable for this competition.)

**University Competitions**

25% of 3-6 participated in the NSW University competitions and Mount Hunter public school received a distinction in Writing, 2 credits in English, a credit in Spelling & a credit in Mathematics.

**Student leadership**

Increased opportunities for student leadership by promoting all Year 6 students as School Leaders, the introduction of student parliament, continuation of buddy reading and initiation of buddy writing and the development of social and co-operative games run by student leaders.

**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)

**Literacy – NAPLAN Year 3**

The following graph shows the achievement of Year 3 students. Only one Year 3 student completed NAPLAN in 2010. The graph below shows an average of Year 3 results from 2008 to 2010.

Following analysis of the data, the current School Plan 2009-2011 will be adjusted to

- Target some needs in spelling by focusing on the four forms of spelling with specific strategies in each. Greater focus will be given to the editing of spelling and will be supported with personal dictionaries.

- Improve writing through more explicit teaching, adoption of new scope and sequence, providing greater opportunities to write and conference with teachers as well as improved editing processes.
Numeracy – NAPLAN Year 3

The following graph shows the achievement of Year 3 students. Only one Year 3 student completed NAPLAN in 2010. The graph below demonstrates an average of Year 3 results from 2008 to 2010.

Literacy – NAPLAN Year 5

The following graph shows the achievement of Year 3 students. Five Year 5 students completed NAPLAN in 2010. The graph below shows an average of Year 5 results from 2008 to 2010. Results suggest that further modification and continuation of spelling programs within the School Plan for 2009-2011 are necessary to further improve spelling strategies and editing skills.

Reading results over 3 years demonstrate that more than 60% of our students are in the top 3 band levels. 43% of our Year 5 students are above state and region level for the top two bands. However, data and deeper analysis indicates that further support is required in determining inferences.

In Writing 43% of students over a three year period are achieving in the top three bands. Writing skills for some students require greater focus to improve writing through more explicit teaching, adoption of new scope and sequence, greater opportunities to write for quality and engaging purposes, improved editing strategies and increased opportunities for feedback from teachers.

Grammar and punctuation has seen a continual improvement to 57% of students achieving in the top 3 bands over three years.
Numeracy – NAPLAN Year 5

Over 3 years more than 75% of students have achieved band five or higher. 50% are achieving in the top 2 bands.

Most aspects of number and 2D shapes continue to be strengths. Concepts involving Fractions and Decimals as well as Time and Mass will be addressed in 2010 learning plans.

Progress in literacy

Due to the small number of students involved in NAPLAN for 2010. Yearly growth cannot be shown. However, the progress for the last 3 years
shows an above average growth rate in reading compared to the state.

Writing and Spelling progress rates on an average fall just below the state and this suggests further work needs to be done to improve student writing.

This year Grammar and Punctuation progress has been recorded for the first time and the school has improved 40 points higher than the state or region in this area.

Progress in numeracy

Due to the small number of students involved in NAPLAN for 2010. Yearly growth cannot be shown. However, the progress for the last 3 years shows an above average growth rate in numeracy compared to the state.

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.

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

| Percentage of Year 3 students achieving at or above minimum standard |
|------------------------|------------------------|
| Reading                | 100                    |
| Writing                | 100                    |
| Spelling               | 100                    |
| Punctuation and grammar| 100                    |
| Numeracy               | 100                    |

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

| Percentage of Year 5 students achieving at or above minimum standard |
|------------------------|------------------------|
| Reading                | 100                    |
| Writing                | 60                     |
| Spelling               | 60                     |
| Punctuation and grammar| 80                     |
| Numeracy               | 80                     |
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. The school was actively involved in recognizing and celebrating Reconciliation Week.

**Multicultural Education**

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

School practices and policies promote harmony and counter racism and intolerance and develop understanding of cultural, linguistic and religious differences.

In 2010 Mount Hunter Public School taught units focusing on multiculturalism in Australia and celebrating diversity.

**Respect and responsibility**

During 2010 Mount Hunter Public School actively promoted respect and responsibility. Achievements included:

- Development and implementation of a Student Parliament giving students input and decision making opportunities to increase leadership, respect and responsibility.
- 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.

**Connected learning**

In 2010 Mount Hunter Public School purchased and installed Interactive whiteboards in all classrooms. This resource has been integrated into a variety of daily classroom activities across a number of Key learning Areas. Student to computer ratio is 3:2. This means students have regular access to computers to support and engage their learning. Students have created successful, slide shows, effectively used smart board software and created movies using computer and camera technology. The school website is becoming a more effective tool for promoting student learning.

**Progress on 2010 targets**

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

**Target 1**

*Increase the level of attainment of all students in literacy*

Our achievements include:

- 100% of students in Year 3 and 5 achieving above minimum standard in reading
- 40% of students achieving proficiency in reading (Band 7 and 8)
- Growth in Grammar and Punctuation over 40 points higher than State and Region growth.
- Improvement in school spelling data for stage 2 & 3 students) through explicit teaching of spelling strategies. Phonological results improved from 52% to 90% and Morphemic knowledge improved from 35% to 70%
• Stage 1 students improved spelling ages by 16 months in a time period of 9 months.
• Monitoring of reading levels demonstrate that stage 1 students improved by an average of 9 reading levels in 9 months. 90% of students were on or above regional benchmarks.

Target 2
Increase the level of attainment of all students in numeracy
Our achievements include:
  • The evaluation of student strengths and weaknesses in numeracy demonstrated in NAPLAN and in-school assessments and the targeting of specific focus areas to inform teaching and learning programs at the school.
  • 100% of Year 3 students achieved in proficiency skill bands 5 and 6 in Number.
  • 50% of students achieved in proficiency skill bands 7 and 8 in Year 5 Overall Literacy.
  • 100% of students in Years 3 and in Years 5 80% achieved above the minimum standard in all areas of numeracy.

Target 3
Increase the level of student engagement
Our achievements include:
  • The promotion of greater strength in Home-School partnerships for the education of every student. This has been achieved by parent attendance at workshops on spelling, school functions and events.
  • The Attendance Rate in 2010 for the school still ranks higher than Regional and State rates.
  • Measured and observable improvement in student knowledge, skills and understanding of technology in learning.
  • The introduction of interactive whiteboard technology in all classrooms as well as access to 30 computers in the school computer lab and classroom access to 10 additional computers.
  • Development and implementation of Quality Units of work based on creative thinking and different learning styles such as Gardner, Bloom, DeBono and Ryan.

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

Personal Development, Health & Physical Education

Background
Although English and Mathematics justifiably occupy 50% of the teaching and learning at Mount Hunter PS, Personal Development, Health and Physical Education is seen as a highly valued Key Learning Area. In this area students in a small rural setting can have the same opportunities offered students in larger educational settings.

Feedback was sought from students, parents and staff on the teaching and learning of the components of Personal Development, Health and Physical Education.

A stocktake of resources currently utilised in the delivery of PD/H/PE & sport programs throughout the school was undertaken.

Findings and conclusions
Students enjoyed activities and opportunities to be involved in Physical Education, fitness and sport skills training. Drug Education and Life Education were noted as positive programs, although children indicated they would like to have done more in this area.

There was 98% participation from students 3-6 in PSSA Gala Days for soccer and oztag. Students noted the winning of both senior and junior oztag as a highlight for 2010 teams. Students also commented positively on their involvement in the football skills program run during term 3.

In the past Active After School (sports/fitness program) has been well received, although due to other commitments less children are attending these sessions.

It was noted by staff that children would benefit from improved delivery of Personal Development and Health Programs and that areas to be
targeted were the teaching of Anti Bullying strategies and Resilience building.

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.

**Future directions**

- Continue to maintain current stock and purchase new resources to assist in improving the learning outcomes of all students at all levels of development.

- Continue to embrace the principles of quality teaching in lesson preparation and assessment tasks for all students.

- In 2010 the school will only offer one session of Active After Schools a week as opposed to two sessions but will also increase promotion to engage more students.

- The school will revise the scope and sequence for Personal development and Health units and focus on quality teaching components in this area. Along with Drug Education and Child Protection the school will focus more heavily on Values, Anti-Bullying and Resilience, Safety programs and Healthy Lifestyles.

- Continue to promote Healthy Lifestyles through teaching of health and safety units, participation in fitness, PSSA and other sporting programs.

- Investigate and implement dance and gymnastics programs in 2011.

**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.

**School Culture**

**Background**

Quality of School Life impacts greatly on student learning as well as student and staff welfare. In 2010 we chose to evaluate teacher, student and parent perceptions about the School Culture using surveys.

Thirty three percent of our families and all teachers responded to the survey. Responses were sought from students in Years 3 to 6.

**Findings and conclusions**

Responses indicated that:

- Staff and students believe that the school highly values and supports students through welfare and learning programs.

- Parents reaffirmed that the school values students and provides a good level of support and welfare.

- Parents on surveys made comments such as – ‘There is a good community spirit’, ‘Staff are dedicated and effective’, ‘There is good reward and recognition of student achievement’, ‘The school grounds are well maintained and attractive.’

- Parents would like to see more consistency in the schools positive reward system. Some also indicated they would like to see a greater focus on Anti Bullying strategies and that respect be taught more explicitly.

**Future directions**

A detailed analysis of the responses from all groups identified three areas for improvement in the Quality of School Life

- Development of Criteria for Bronze, Silver and Gold levels to create more consistency in the giving of awards and merits to promote positive learning habits and behaviours.

- Design and implement Anti Bullying and Resilience building programs.

- Target and revise school values and rules in class and increase promotion through school assemblies, newsletters, website, student leadership, school parliament and the schools positive reward system.

These areas will be addressed in the 2010 School Management Plan.

**Professional learning**

All staff participated in professional learning experiences during 2010 as a whole school, as focused groups or individually. Professional learning funds were expended on ICT, Quality Teaching, Gifted and Talented programs, Literacy – specifically spelling and Best Start Numeracy, syllabus implementation in other
Key Learning Areas, leadership and career development and welfare and equity. Expenditure equated to approximately $1,215 per staff member.

School development 2009 – 2011

Targets for 2011
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

Increased focus on comprehension skills, through teacher professional learning. This includes coordination and participation in the Focus on Reading and Best Start initiatives. Develop a network with other schools to share resources and expertise in the area of reading and comprehension.

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

Implementing focused programs throughout the school including:
- Maintain and renew books for Home Reading Program
- Continued focus on Spelling K-6 with high focus on teaching explicit spelling strategies and editing of written work.
- Implement a Buddy Reading Program – Year 6 buddies for K-2 students meeting 3x per week.
- 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 and increasing opportunities to write. Increased focus on modeled and guided writing and increased teacher feedback through writing conferences.
- Promotion of Quality writing through student newsletters and the school website.

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
- 91% of students achieving the minimum standard in NAPLAN Literacy
- 28% of students achieving the proficiency standard in NAPLAN Literacy

Year 5
- 75% 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 Maintain focus on number skills Target all operations involving money
  Fractions and Decimals
- Measurement Focus area for explicit teaching
  Mass
  Time
- Space and Geometry
  Position (Direction and Scale)
  3D shapes (High Priority focus)
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.
- Implementation of ‘Mathletics’ program to support individualized learning at home and school.
- Focus on problem solving skills using ‘Newman’s Analysis’

**Our success will be measured by:**

**Year 3**

- 91% of students achieving the minimum standard in NAPLAN Numeracy
- 42% of students achieving the proficiency standard in NAPLAN Numeracy

**Year 5**

- 90% 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:**

- Prioritise the identification of staff professional learning needs and planned individual programs to ensure implementation of Quality Teaching framework in classrooms.
- Increase the focus and staff training on Student self-reflection, feedback, explicit teaching and differentiated learning to engage students in their learning.
- Ensure that staff is adequately trained in the provision of programs and the delivery of lessons using interactive whiteboards.
- Home and school partnerships will be strengthened through the provision of information via newsletters, and parent information sessions.

Utilize the new Mount Hunter PS website to enhance and promote learning.

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 of student attendance rate to 97%.

84% of students achieving Grade appropriate technology skills based on school based assessment of technology competency.

Students observably engaged in tasks in all classrooms and at all levels of development. Student surveys indicate improved interest and understanding of their own learning and progress (3-6).

**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 Beverley Gray, Teacher
Mrs Janelle Powter, Teacher
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