Mount Hunter Public School

Annual School Report

2012
Our school at a glance

Students
The Mount Hunter Public school population for 2012 remained stable throughout the year with 36 students.

Staff
Two classes were formed in 2012. The teaching staff and students were facilitated by a Learning and Support Teacher (LaST), Relief Teacher, Librarian, a Reading Recovery Teacher for half a year, a School Councillor one day a week, a School Support Officer (Teacher’s aide), Three and a half days of a Senior Administration Manager and a three day allocation a fortnight for a General Assistant to maintain grounds and for general maintenance.

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

Significant programs and initiatives
During 2012 Mount Hunter Public School engaged in a series of programs to meet students’ academic and social needs. These included:

- Implementation of Focus on Reading providing teacher professional learning across a small schools network to improve the teaching and learning of comprehension skills with measured results in across schools assessment and NAPLAN.
- Implementation of iPad technology with support from the P&C to use technology to support learning and increase student engagement.
- Quality teaching in Spelling and Writing leading to ongoing student improvements in use of strategies to spell words and edit written texts with pleasing growth in NAPLAN and school spelling data from 2010 to 2012.
- 4 students representing the school at a district level in Premier’s Spelling Bee.
- Implementation of Quality Programs in Reading, resulting in an average growth of Stage 1 students improving by 11 reading levels in 12 months.
- Development of Quality Teaching units in HSIE and Science to promote student engagement along with a new scope and sequence to better support the implementation of Australia Curriculum and multiage classes.
- Use of online ‘Mathletics’ program to cater for individual needs and promote engagement in mathematical learning both at school and home.
- Participation in Public Speaking program, involving four students at a district level with one student representing the school and district against other School Education Groups
- Healthy lifestyles continued as a priority, evidenced by high levels of participation in school and district swimming, participation in the small schools relay at state swimming carnival, cross country and athletics carnivals. MHPS participated in Soccer and Oztag Gala days. All students participated in an intensive gymnastics program.
- Promotion of “Family School” values and community involvement through community discos, luncheons and school events.
Student achievement in 2012
Mount Hunter P.S. results were as follows:

- Average Year 5 reading results were well above averages for the state and statistically similar group of schools (SSG). Growth was also outstanding being 35 points above the state.
- Numeracy results for Year 5 were strong with growth being more than 34 points higher than the state and SSG.
- Spelling continues to be a pleasing growth area for Year 5 with the school continuing to achieve above average growth compared to the state and SSG.
- Year 3 reading results are pleasing with 50% being placed in the top 3 bands for reading and 60% in the top three bands for spelling which is comparable to the state and SSG.
- In Year 3 almost 70% of students are in the top three bands for Grammar and Punctuation. However, over time growth for Year 5 students remains inconsistent and below state average growth. This is an area for closer focus.

Messages

Principal’s message
This report outlines Mount Hunter P.S. successes and achievements for 2012. 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, 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.

2012 had many memorable and successful moments including:

- Good improvements in comprehension & numeracy – reflected in across school assessments and in NAPLAN;
- Continued pleasing growth in spelling for all students;
- Continued pleasing growth in average reading levels through rigorous class programs, Learning Support and Reading Recovery,
- A number of students being extended in numeracy and Mathletics across classes;
- Our Tournament of the Minds students were outstanding with excellent scores in the planned section of the competition;
- Success in Public Speaking at a district level with many other students continuing to improve and participate. 95% involvement from all primary students
- The seniors won Oztag PSSA only losing one match in 17. The juniors came runners up with one loss and one draw.
- The school has been making great use of iPads, talking and learning with each other on Edmodo, Mathletics and Reading Eggs as well as other forms of online learning. Students have made animations, short movies and even had a music band on the iPads.
- We have had so much fun along with our students at our camps – promoting reading at our Book Out night. Attending the Broken Bay sport and recreation camp and the Wooglemi Environmental Education Centre, displaying initiative, capsizing rafts and kayaks, watching students brave the heights on rope courses, swimming and doing archery.
- Our girls and boys have played hard at soccer, sung beautifully at choir, run hard at cross countries, swum swiftly at carnivals and the small schools state relay. They have herded sheep, milked
cows, gone to the past to visit steam trains or learn about our local history on various excursions.

- The school started up an edible garden thanks to funds from Rotary and last years Year 6.
- All students 1 to 5 participated in the Department’s learn to swim program and went progressed successfully learning and building on many skills and safety strategies.
- Students have written amazing & descriptive tales at school and at Gifted and Talented writers’ days. They have helped raise money to make a difference to a boy’s life in Rwanda. Students have enjoyed Year 6’s leadership during fundraising fun days, with Buddy reading and on Harmony days.
- Mount Hunter Public School has teachers who continue to demonstrate commitment and professionalism to provide quality teaching to their students as well as many other extra curricula opportunities. They have increased their expertise through Best Start training, Focus on Reading, trialing new ways of programming for literacy, the Australian Curriculum and Every Student and Every School in collaboration with a community of small schools.
- Our teachers have continued to develop their skills in technology to support student learning and student engagement. This has included iPads, Mathletics, Reading Eggs, Interactive whiteboards, Edmodo and computers.
- Teachers and the Learning Support Team in collaboration with parents have developed many individual learning plans and personalized leaning plans to cater for talents, learning needs and behavioral needs. In fact 39% of our students in 2012 had a plan to ensure maximum support and learning. 100% of Aboriginal students had a Personalised Learning Plan developed to ensure maximum support and quality learning.
- I would like to thank our P&C for their hard work over the year. Thanks to your support we have new sports equipment, iPads & trolleys and several new readers. You have given us great lunches, great discos and successfully managed the canteen.
- Thank you to all parents who have worked in the canteen, helped in the library, helped with reading or with transport or have come to our special events to support your children.

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.

Sean Pope

P & C and/or School Council message

The Mount Hunter Parents and Citizens Association worked closely with the Principal, staff and parents throughout 2012 to meet many goals and objectives that we, as a team set out at the beginning of the year. We have worked within the school plan to contribute towards many of the programs operating within our school infrastructure. We all dedicate countless hours to support our students and our school to ensure that our children receive quality education. 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 20% of the students represented. This is a percentage that we are very proud of. We promote that 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.
We have offered subsidies for students representing our school and region at the PSSA State Swimming Carnival. We also present our families that are leaving at the end of a year with a going away gift, as a way of saying thank you for your continual support.

Other outcomes that we achieved were our various fundraisers. These included Mother’s Day and Father’s Day stalls and the P & C subsidised 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. Our canteen prices are minimal and the by supporting our canteen, the profit goes straight back into our children’s education. The canteen also offers many “Meal Deal” days that all the children enjoy as a special “treat”, eg The Camden Show Meal Deal.

Mount Hunter P & C Association has an ongoing partnership with the school, which we look forward to continuing in 2013.

Kindest Regards,

Jamie Mainwaring

President

**Student representative’s message**

The students at Mount Hunter PS have had a wonderful year. We enjoyed camps to Broken Bay and Wooglemai where we enjoyed activities like raft building, bush walking, archery, ropes course, disco and team based activities.

We also had a reading camp which was held at the school where we read stories, watched a movie, ate popcorn and played games like ‘spotlight’.

We attended the State Swimming carnival where we competed in the small schools relay. We also had a very successful year in sport highlighted by our seniors winning the Oz tag championships and our juniors coming within one point of winning. We had a great time competing in soccer gala days. Even though we didn’t win we still had fun.

Our K-2 class enjoyed a fun day out on an excursion where they looked at how people lived in the past. We had a very good year and look forward to 2013.

**Georgia Mainwaring Yr 5**

**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 Enrolments Graph]

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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<td>96.7</td>
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<td><strong>93.4</strong></td>
<td><strong>95.6</strong></td>
<td><strong>96.3</strong></td>
<td><strong>95.5</strong></td>
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**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.

**Staff information**
The school has a teaching principal and one fulltime classroom teacher. Additional to this is one teacher employed for eight 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 a School Learning Support Officer fills this role.

**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>
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</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $58435.69
- Global funds: $56898.39
- Tied funds: $34125.86
- School & community sources: $16639.45
- Interest: $2378.35
- Trust receipts: $10004.95
- Canteen: $0.00
- Total income: $178482.69

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**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 2012, 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;
- The continuation of the school choir and its performance of a selection of Christmas carols at the Camden Civic Centre;
- Participation in numerous assemblies, where students have the opportunity to present dance items, drama and singing;
- 100% participation in learning to play the recorder program;
- Trialing of instruments via iPad and Garage Band;
- Quality music, drama and art programs within all classrooms.

**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. 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 100% of students from Years 3 to 6 participating. Mount Hunter Public School performed well in both sports finishing first in Senior Oz tag and second for Junior Oz tag. The two teams represented the school in the PSSA netball competition with both teams finishing in the top 5 schools of their respective competitions.

87% of student attended the Sport & Recreation Camp at Broken Bay or the Wooglemi EEC camp where students were involved in various forms of physical activity and team work including ropes courses, flying fox, kayaking, raft building, swimming, archery, initiative games, volleyball and hiking.

96% of students from Year 1 to Year 5 attended the learn to swim program at Camden for two weeks to improve their swimming skills and safety techniques.

100% of students were involved in the Activated Gymnastics school program that ran during term 2.

Other

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 and another student progressed to the next level competing against schools from neighboring districts.

Spelling Bee

100% of students competed in the Spelling Bee with 2 students representing the school at a District level. 1 student progressed to round 3 and the other progressed to round 4.

Talented Writers

Four students participated in the small school gifted and talented writing program.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The following graph shows the achievement of Year 3 results from 2008 to 2012.

Percentage in bands:
Year 3 Reading

Numeracy – NAPLAN Year 3

Percentage in bands:
Year 3 Numeracy

Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Numeracy
Progress in reading
The following graph indicates growth in literacy compared to the state and SSG (Statistically Similar Schools)

![Graph showing average progress in Reading between Year 3 and 5](image)

Progress in numeracy
The following graph indicates growth in numeracy compared to the state and SSG (Statistically Similar Schools)

![Graph showing average progress in Numeracy between Year 3 and 5](image)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Significant programs and initiatives

Aboriginal education
Aboriginal and Torres Strait Islander perspectives are embedded 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 and NAIDOC week.

This year the school has made significant commitment to providing 100% Personalized Learning Plans for all of our Aboriginal students.

Staff have undertaking professional learning in the 8 Ways of Aboriginal Learning to support our training in Focus on Reading, Best Start and integration of units of work with Cawdor PS and Douglas Park PS.

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

We promote harmony, counter racism and tolerance and develop understanding of cultural, linguistic and religious differences.

In 2012 Mount Hunter Public School taught units focusing on multiculturalism in Australia and celebrating diversity and actively promoted and participated in Harmony Day.

Progress on 2012 targets

Target 1

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

Our achievements include:

- Best growth in reading results for Year 5 in the School Education Group (SEG) Number 1 out of 22 schools.
- Above state and SEG average growth in spelling for Year 5 - 6 out of 22 schools.
- Above state and SEG average growth in spelling for Year 7 - 6 out of 22 schools.
- Best growth in Grammar & Punctuation for Year 7 results in the School Education Group (SEG) Number 1 out of 22 schools.
- As an average for the last 3 years over 50% of year 3 students are achieving in the top three bands for reading.

- As an average for the last 3 years show that 55% of year 5 students are achieving in the top three bands for reading.

- As an average for the last 3 years show that 61% of year 3 students are achieving in the top three bands for Grammar & Punctuation.

- As an average for the last 3 years 54% of year 5 students are achieving in the top three bands for Grammar & Punctuation.

- The schools’ average growth in reading for the last three years is 35 points above State growth. This demonstrates a marked improvement in value added for reading and comprehension due to teacher training in Focus on Reading.

- Implementation of Quality Programs in Reading, resulting in an average growth of Stage 1 students improving by 11 reading levels in 12 months.

- 75% of K-2 students meeting growth expectations on the Literacy Continuum in line with Best Start Assessments.

Future Directions
- Continued professional development and explicit teaching in Focus on Reading with increased connections to writing
- Inconsistent results in grammar with average growth declining. School to investigate programs that will support the teaching of this area and greater links to Focus on Reading.

Target 2

Increase the level of attainment of all students in Numeracy

Our achievements include:
- As an average for the last 3 years over 40% of year 3 students are achieving in the top three bands for numeracy.
- As an average for the last 3 years over 52% of year 5 students are achieving in the top three bands for numeracy.

- The schools’ average growth in numeracy for the last three years is 35 points above State growth.

Future Directions
- Greater alignment of schools new scope and sequence for Maths with teaching practices using 2 week planning model.
- Greater incorporation of Focus on Reading strategies to support mathematical problem solving.

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 comprehension, Our Mini Olympics day, Harmony Day and other school functions and events.
- The Attendance Rate in 2012 for the school continues to rank higher than Regional and State rates.
- Observable improvement in student engagement, responsibility, knowledge, skills and understanding of technology in learning.
- The introduction and use of 13 iPads, trolley, Macbook and wireless technology as well as access to 25 computers in the school computer lab and classroom access to 10 additional computers. As well as 3 interactive whiteboards. In 2012 the students participated in 2 virtual excursions and interacted with another school using video conferencing.
- Students began using online blogging Edmodo & closed chat pages such as wall wisher to engage in learning at both school and home.
- Continued use and implementation of Quality Units of work based on creative thinking and different learning styles such as Gardner, Bloom, DeBono and Ryan as well as other tasks designed
to differentiate the curriculum to challenge and cater for needs and interests.

**Target 4**

*Aboriginal students are supported by all staff to become successful learners & confident & creative individuals – where learning outcomes demonstrate continual growth in line with targeted strategic planning & intervention*

Aboriginal students are supported through strong partnerships between schools, families & communities to increase engagement in learning.

**Our achievements include**

- 100% of Personalised Learning Plans for Aboriginal students
- Staff began training in the 8 ways of learning and will continue to incorporate this into all key learning areas throughout 2013.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Science & Technology.

**Background**

In regards to research findings on the emerging trend of declining engagement by students in the area of science, the school decided to review the teaching of Science and the Scope and Sequence.

One teacher was involved in the Curriculum Collaborations Project Schools 2011/2012 for development and review of the New Australian Curriculum and focused on the area of Small Schools and Science. During 2011/2012 teachers were surveyed about their teaching of science, a new Scope and Sequence was implemented and feedback was sought from the school community.

**Findings and Conclusions**

Student interviews indicated that the majority of students enjoyed and were engaged in scientific investigations and design processes through predicting and questioning, planning and conducting investigations, problem solving and processing and modifying data and information.

Students enjoyed an Incursion from the Environment mentors courtesy of Wollondilly Shire and investigating sustainability locally, nationally and internationally. They were engaged in the design process creating games and experiments for a Sustainability Day held across the whole school.

Students were also involved with designing and creating a sustainable garden using compost and a worm farm to increase productivity and investigated growth and change in Living things and in the design process when creating a model to demonstrate forces and simple machines using recycled materials and devising a contest for other students using their model.

Staff and students commented on improvement in engagement with the use of Technology. iPads were used to aid design using animation programs, still and video photography to make pictorial maps and create data. Computers aided research, helped in creating databases and publishing reports and the connected classroom allowed discussion of science learning, experiments and creations with another local school studying a similar unit.

Staff were all satisfied with the implementation of the Science Scope and Sequence.

Through careful analysis of school data, staff determined that greater work was needed in inferential understanding and comprehension of science texts when researching and investigating and this needs continued focus to ensure continued growth.

The school continues to focus on technology education to engage 21st century learners by utilising various tools such as video-conference facilities to enrich our programs and generate interactivity between schools.
We have also encouraged participation by schools in statewide programs to share learning experiences around sustainability education initiatives through the Learning for Sustainability Video Conference.

The use of iPads across the KLAs has allowed students to engage with technology in their day to day classroom activities and has seen an increase in engagement in many curriculum areas, especially through the use of effective research, Edmodo and real time applications linked to the Interactive Whiteboard.

All classrooms have access to both Local Area Network and Wireless connections to the internet, allowing students to research and communicate electronically from their classroom iPads or the computer lab in the library. The school also received 6 new computers through the Department of Education’s Technology 4 Learning program.

Weekly lessons in the library give students K-6 the opportunity to become more familiar with computers, develop the skills to locate and make informed decisions about information and to develop pieces of work using publishing programs. These lessons have strong links to Key Learning Area outcomes that students are required to achieve.

Future Directions

- Continue to increase Quality of Teaching through increased professional opportunities especially in light of the introduction of the Australian Curriculum
- Continue to embrace the principles of quality teaching in lesson preparation and assessment tasks for all students
- The school will continue to develop means of assessing, teaching and monitoring students and school progress in all aspects of science with particular emphasis on identified areas of needs.
- Increase and use iPad and iPod technology to support science in class situations, reading of science texts using Focus on Reading strategies, publishing of work, research and investigation online.

Parent, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school.

Thirty three percent of our families and all teachers responded to the survey.

Findings and conclusions

Responses indicated that:

- Staff feels that Mount Hunter PS is a positive and supportive environment in which all students have the opportunity to learn to the best of their ability.
- Staff feel valued, respected and confident that their professional needs are being met. They value the small school environment and recognize the importance of developing positive relationships with the community.
- Parents indicated many positives about Mount Hunter PS. Those being the small school family orientated atmosphere, positive and caring staff, many and varied opportunities offered to the students, composite classes allow for extension and support for all students and the abundance of opportunities for interactive and computer based learning.
- Parents did indicate that they would like to see more parents involved with the P & C and two parent teacher afternoons each year to increase the communication of student progress throughout the year.
- Parents have also highlighted the need for before and after school care to encourage future enrolments at the school.
• All students commented about the many different opportunities they are provided with at the school and also recognized the caring and friendly atmosphere within the school.
• They recognize the importance of helping others and supporting one another in the small school setting.
• 75% of the students indicated that they want to come to school every day to learn and improve their learning.

Future Directions:
• Increased one to one communication where possible and appropriate for parents in regard to their child’s learning and needs as well as continued promotion of interviews in Term 1 and Term 3 and reports in Term 2 and 4.
• Investigate the possibility of before and after school care for students of Mount Hunter PS by working with the P & C and contacting local OOSH centres to make enquiries.

Professional learning
Teachers continued to demonstrate commitment and professionalism to provide quality teaching to their students as well as many other extra curricula opportunities. They have increased their expertise through Best Start training, Focus on Reading, trialing new ways of programming for literacy, the Australian Curriculum and Every Student and Every School in collaboration with a community of small schools along with mandatory training in Emergency Care, CPR, anaphylaxis, Keeping them Safe (Child Protection) and Work Health & Safety.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1
Outcome for 2012–2014

*Increased levels of literacy achievement for every student consistent with national, state and regional directions.*

2013 Targets to achieve this outcome include:
• 75% or more of students across Mount Hunter PS, Cawdor PS and Douglas Park PS achieving expected growth on the literacy continuum for reading based on school assessment and Best Start .
• Increased number of students meeting or exceeding regional levels of growth in NAPLAN.
• Demonstrated improvements for all students in identified areas of literacy based on school data and averages for 3 year NAPLAN data in 2013.

Strategies to achieve these targets include:
Regular analysis of NAPLAN, Best Start, School Based & external data to identify targets & teaching strategies to improve, monitor & track students’ progress & school areas of need in literacy (spelling, grammar & punctuation & inferential comprehension) by all staff.

Implement focus programs to enhance literacy outcomes with particular focus on Teacher Professional Learning & collaborative planning

• Explicit planning & teaching of identified needs based on regular assessment
• Continuation of Focus On Reading – quality comprehension, vocabulary & fluency program.
• Best Start – assessment & literacy strategies
• Develop and implement a school scope and sequence for Grammar and Punctuation in line with the new Australian Curriculum – to facilitate the explicit teaching of grammar within - Talking & Listening, Reading & Writing.
• Track the progress of all Stage 2 and Stage 3 students using the Literacy and Numeracy Continuum – Sentral computer program.
• Increase purpose & engagement of writing – focusing on increased opportunities to write & conference approach (draft, edit, conference & publish)
• Maintain & enhance talking & listening programs both in class & external ie: Public Speaking, debating.

Utilize explicit teaching strategies & resources for teaching of literacy
• Reading (comprehension boxes)/School Magazines/Jolly Phonics
• Reading Eggs (online program)
• Study Ladder (online program)
• Development of literacy resources – grouping text types based on quality, range of levels & multimodal texts
• PM/PM+ levelled writing resources
• Technology IWB, computers, iPads & related literacy apps & texts
• 4 forms of spelling – explicit teaching of strategies.

Targeting of students with most needs to improve learning outcomes & meet minimum literacy standards
• Analysis & monitoring of personalised learning programs
• Utilisation of support staff & Departmental resources

Partnership between home & school strengthened via website, newsletters, opportunities for parent/teacher conferences, information sessions, surveys & P&C meetings / initiatives.

School priority 2
Outcome for 2012–2014
Increased levels of numeracy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome include:
• 75% of students achieving expected growth on the numeracy continuum for based on school assessment and Best start assessment.

• Increased number of students meeting or exceeding regional levels of growth in NAPLAN.
• Demonstrated improvements for all students in identified areas of problem solving, Fractions and Patterns and Algebra based on school data and averages for 3 year NAPLAN data in 2013.

Strategies to achieve these targets include:

Regular analysis of NAPLAN, Best Start, School Based & external data to identify targets & teaching strategies to improve, monitor & track students’ progress & school areas of need (problem solving, Fractions, Data & Patterns & Algebra) in numeracy by all staff.

Implement focus programs to enhance numeracy outcomes with particular focus on Teacher Professional Learning & collaborative planning -
• Explicit planning & teaching of identified needs based on regular assessment
• Problem Solving – strategies using Newman’s analysis – with increased explicit teaching of problem solving strategies within the numeracy program.
• Best Start/Count Me in Too – assessment & numeracy strategies
• Adopt Focus on Reading strategies to teach comprehension / vocabulary of mathematical problems
• Review Schools’ numeracy / mathematics scope & sequence in line with State & National curriculum.

Utilize explicit teaching strategies & resources for teaching of numeracy
• Mathletics online program/ student workbooks/ Mentals & Problem solving resources
• Study Ladder (online program)
• Environmental print to assist with the learning of the vocabulary used in numeracy.
• Development of literacy resources – grouping text types based on quality, range of levels & multimodal texts
• Technology IWB, computers, iPads & related literacy apps & texts
• Explicit teaching of numeracy strategies in morning session – utilising increased support of SLT & SLSOs.

Targeting of students with most needs to improve learning outcomes & meet minimum numeracy standards

• Analysis & monitoring of personalised learning programs
• Utilisation of support staff & Departmental resources

Partnership between home & school strengthened via website, newsletters, opportunities for parent/teacher conferences, information sessions, surveys & P&C meetings / initiatives.

School priority 3
Outcome for 2012–2014

School structures & practices respect & respond to the diverse needs of every student.

Students experience challenging, flexible, personalised & safe learning environments.

A school environment that enables students to experience success & receive recognition for their attainments.

2013 Targets to achieve this outcome include:

• Improved student engagement and wellbeing based on student surveys and conferences.

Strategies to achieve these targets include:

Regular analysis of NAPLAN, Best Start, School Based & external data to identify student learning needs to respond to & plan for individual learning needs.

• Trial teacher/student conferences to provide explicit feedback & assist students with goal setting.

• Introduction of Formative Assessment strategies to promote self-reflection and self-monitoring of learning against success criteria.

• Student self-reflection on learning & goals. ie: Journals / assessment
• Development of Personalized Learning Plans to address students with specific learning needs (ie: Gifted, learning difficulties, OOHC)
• Implement effective transition programs ie: Kindergarten Orientation – Year 6 to 7 transition programs.

Development of quality teaching/learning units aligned with state & national priorities & quality teaching practices to allow for flexible & multistage delivery of curriculum – allowing for learning needs, interests & learning styles

Support & facilitate use and integration of technology in learning & teaching – through professional learning & trialling of new technology

• iPads / iPods
• IWB / Video Conferences/ Computers
• Online programs / investigate Blog Ed – Wiki-School Website links

Ongoing implementation, monitoring, evaluation & refinement of Student Welfare policy with particular focus on-

• Bounce Back / resilience & Anti bullying programs
• Peer Support & co-operative programs
• Maintenance & review of student attainment ie: assemblies, awards, newsletters, website, notice board, postcards, direct contact with families
• Promotion of involvement in additional learning, school, district & regional activities ie: PSSA sport, Chess, Public Speaking Spelling Bees, Recorder, Performing Arts, leadership

Partnership between home & school strengthened via website, facebook, newsletters, opportunities for parent/teacher conferences, information sessions, & P&C meetings / initiatives.
School priority 4

Outcome for 2012–2014

Effective implementation of Aboriginal Education & Training Policy & this is reflected in all priority areas.

Aboriginal students are supported by all staff to become successful learners & confident & creative individuals – where learning outcomes demonstrate continual growth in line with targeted strategic planning & intervention

Aboriginal students are supported through strong partnerships between schools, families & communities to increase engagement in learning.

2013 Targets to achieve this outcome include:

- 100% of Personalised Learning Plans for Aboriginal students
- Expected or greater growth for all Aboriginal students on the literacy continuum & NAPLAN

Strategies to achieve these targets include:

Regular analysis, assessment, implementation & monitoring of learning strategies in collaboration with Aboriginal families & departmental personnel to –

- Develop personalised learning plans for all Aboriginal students in consultation with their parents.
- Adopt ATSI Action plan to focus on Literacy & Numeracy outcomes (Norta Norta tutorial assistance, Readiness for School & Engagement & Connections)

Implement quality Aboriginal Education programs to improve all student’s knowledge of Aboriginal culture and history

- Professional learning & implementation within quality teaching practices in the 8 Aboriginal Ways of Learning
- Educate through links in KLA’s
- Participate in significant celebrations ie: NAIDOC, Sorry Day
- Increase understanding & significance of Welcome/Acknowledgement of Country
- Increased links with Aboriginal people / organisations

Promote effective best practice of Aboriginal Education by staff through professional development opportunities in -

- Connecting to Country
- Quality teaching model / ESL strategies
- Regional networks / Aboriginal Education Conference & staff meetings

School priority 5

Outcome for 2012–2014

Implementation of a broad, inclusive & relevant curriculum

Alignment between the implementation of curriculum, professional learning & student learning needs

Appropriate assessment & reporting practices are embedded in all teaching/ learning programs.

2013 Targets to achieve this outcome include:

Revise & develop a school assessment plan that incorporates regular monitoring of school targets, student needs & syllabus outcomes to guide explicit teaching

- Introduce 2/3 week planning cycles to address targets & individual needs based
- Develop PLP’s for students with identified needs ie: Gifted & Talented, Learning Difficulties, Aboriginal Students, ESL & OOHC
- Specific feedback provided to students regarding progress towards stage / individual targets through the implementation of
Formative Assessment strategies and peer/teacher conferences.

- Whole staff analysis of school assessment, NAPLAN & other data
- Regular assessment meetings
- Network meetings with our community of schools to discuss consistency of teacher judgement across our learning community.

Review, revise & develop scope & sequences in all KLA’s to align with state & new national curriculum documents

School priority 6

Outcome for 2012–2014

Strengthened leadership & management capacity of school staff to drive school improvement

2013 Strategies to achieve these targets include:

Professional learning based on identified school priorities/needs & on teacher need. Ie: Focus On Reading, Best Start, Numeracy & Problem Solving, Grammar & Punctuation, Team leadership for school improvement, Formative Assessment, State/National Curriculum.

Continue & increase links & professional learning opportunities in Community of Best Practice (small school network) to increase professional learning & leadership capacity across network of P5 schools.

Leadership in & trialing of Australian Curriculum changes in school programs & teaching practices.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.