Mount Hunter Public School
Annual School Report

2011
Our school at a glance

Students

The Mount Hunter Public School student population grew from 42 to 45 students with 3 ‘new’ Year 6 students enrolling in Term 1 of 2011.

Staff

Two classes were formed in 2011. The teaching staff and students were facilitated by a Support Teacher Learning (STL), Relief Teacher, Librarian, a Reading Recovery Teacher for half a year, 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 three day allocation a fortnight 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 2011 Mount Hunter Public School engaged in a series of programs to meet students’ academic and social needs. These included:

- Facilitation of Focus on Reading providing teacher professional learning across a small schools network to improve the teaching and learning of comprehension skills.
- Development of an iPad technology lab with support from the P&C to use technology to support learning and increase student engagement.
- Quality teaching in Spelling and Writing leading to student improvements in use of strategies to spell words and edit written texts with outstanding growth in NAPLAN and school spelling data from 2009 to 2011.
- 4 students representing the school at a district level in Premier’s spelling Bee with 2 students progressing to the fourth round.
- 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.
- Use of online ‘Mathletics’ program to cater for individual needs and promote engagement in mathematical learning both at school and home.
- Continued 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.
- 100% student participation in the Wollondilly Performing arts festival successfully extending student’s talents and creativity.
- 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 Netball and Oztag Gala days. All 3-6 students participated in the Milo Cup Cricket Program.
- Promotion of “Family School” values and community involvement through community discos, luncheons and school events.

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.

Student achievement in 2011

Mount Hunter Public School NAPLAN results were as follows

- Year 5 students average scores were above the state in writing
- Year 5 students average scores in Numeracy were above SSG (statistically similar schools) and comparable to state
averages. Year 5 growth in Numeracy was well above state and SSG growth.

- Year 3 spelling results were above SSG (statistically similar schools) and comparable to state averages while Year 5 students made outstanding growth. They achieved beyond state growth and SSG growth. This growth was amongst the best in the district.

- While achieving consistently good results in reading analysis of NAPLAN results over time demonstrate the need to improve Inferential comprehension for students in Year 3 and 5 as average scores fall just below SSG schools.

- Trends over time also suggest greater improvements in Grammar and punctuation are required.

- Best Start data shows state appropriate growth of clusters for more than 75% of students in Kindergarten to Year 1.

- Improved comprehension results over 10 months based on school assessment with stage 2 students improving by an average of 16.5% and stage 3 students improving by an average of 24%.

Messages

Principal’s message

This report outlines Mount Hunter P.S. successes and achievements for 2011. 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.

2011 has been an exciting year. Due to an injection of funds from our school P&C there has been the opportunity to provide children with greater access to technology by providing the school with additional computer, wireless and iPad technology. Our school has had outstanding participation in the Creative and Practical Arts. This included our involvement in the Wollondilly Music Festival, Scarecrow making for Camden Show, learning the recorder in Term 4 and doing Dance with the Activated Dance Group in Term 2.

2011 saw us make a real effort to improve student outcomes through Teacher Professional learning for literacy. This involved the development of a small schools network involving Mount Hunter PS, Cawdor PS and Douglas Park PS. Teachers from all schools have worked together to complete training led by Mount Hunter and Mrs Janelle Powter in the Focus on Reading Program. Mrs Beverley Gray also continued her training in Best Start and this has involved the above schools also. This initiative has had significant impact on student learning and we look forward to expanding our professional links with these schools throughout 2012.

Mount Hunter PS was selected to be a leader in the implementation of Australian curriculum and are trialing units prior to nationwide implementation in 2013 & 2014.

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 message

The Mount Hunter Parents and Citizens Association worked closely with the Principal, staff and parents throughout 2011 to meet many goals and objectives. We have worked within the school plan to contribute towards many of the programs operating within our school. Our P&C operated Canteen made a donation to the school to the value of $5,000. This donation on behalf of our P&C went towards the purchasing of the iPads that are utilised in the classroom. iPads are an interactive way of learning that engages the students, and has been a resourceful tool as well.

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 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.

Other outcomes that we achieved were our various fundraisers. These included Mother’s Day and Father’s Day stalls, Slice Drive 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.

Mount Hunter P & C Association has an ongoing partnership with the school which we look forward to continuing in 2012.

Jamie Mainwaring P&C President.

Student representatives message

2011 was a fun and busy year. As a school we enjoyed many different things. This involved some exciting excursions. The whole school made scarecrows for the Camden Show and we all had a day away from school to visit the show. Traveller were learning about shelters and visited The Australian Botanical Gardens and the Oaks. They also enjoyed building their own structures. Westbrook had fun camping at Mogo while looking for gold and learning about the Goldrush. Westbrook enjoyed doing the unit “Who will buy?” where we had to design, build, package and advertise our own products. We even got to sell our products! (Don’t worry though the money went to the school.)

We enjoyed dancing in Term 2 and the whole school dressed up and performed at the Wollondilly Music festival. The school competed in PSSA netball. Oztag and Milo Cup Cricket.

In learning we liked using ‘mathletics’ and doing reading in a new way where we can talk about our reading and use a lot of thinking strategies to help our comprehension. A lot of kids say they like it and understand the stories better. The most exciting part though was getting 10 iPads for the school at the end of the year to use in our learning.

Year 6. (Based on Year 6 interviews)
**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>9</td>
<td>28</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>2</td>
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<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>9</td>
<td>28</td>
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<tr>
<td>3/4/5/6</td>
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<td>28</td>
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<td>K/1/2</td>
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<td>17</td>
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<td>K/1/2</td>
<td>2</td>
<td>6</td>
<td>17</td>
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<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

**Structure of classes**

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**

**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>
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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.

Date of financial summary: 11/30/2011

<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>
**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>13,644.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,573.91</td>
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<tr>
<td>Extracurricular dissections</td>
<td>6,131.63</td>
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<tr>
<td>Library</td>
<td>2,380.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4,728.81</td>
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<td>Tied funds</td>
<td>39,995.76</td>
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<td>Casual relief teachers</td>
<td>8,420.63</td>
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<td>Administration &amp; office</td>
<td>24,742.48</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>8,945.07</td>
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<tr>
<td>Maintenance</td>
<td>3,534.63</td>
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<tr>
<td>Trust accounts</td>
<td>10,374.29</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>127,472.20</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>58,435.69</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**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 2011, this has included:

- 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;
- 100% participation in school dance program with Activated Dance group. Learning dance moves and school dance routine.
- 100% student participation in the Wollondilly Music festival incorporating song and dance.

**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 Netball and Oztag organised by the Razorback PSSA were well attended with 96% of students from Years 3 to 6 participating. Mount Hunter Public School performed well in both sports finishing third in Senior Oz tag and in the top 5 for Junior Oz tag. Three teams represented the school in the PSSA netball competition with all teams finishing in the top 5 schools of their respective competitions.

**Other**

**Public Speaking**

A public speaking program was initiated involving all students from 3-6. 90% of students entered the school Public Speaking competition and 4 students went on to represent the school in the Wollondilly District section.

**Spelling Bee**

90% of students competed in the Spelling Bee with 3 students representing the school at a District level. 2 students progressed to round 4.

**Writing 4 Fun**

Students entered this competition. One student received a High Distinction and was published as an author in a book of short stories.
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. The graph below shows an average of Year 3 results from 2008 to 2011.

Following analysis of the data, the current School Plan 2012 – 2014 will

- 46% of students over 3 years are achieving in the top 3 bands. We aim to target comprehension to further improve this good result through the professional development and implementation of the Focus on Reading Program and Best Start.

- Improve Grammar and punctuation through teaching and using the literacy continuum and school scope and sequence to carefully assess and explicitly teach grammar and punctuation through reading and writing.

- Continue to improve spelling results by maintaining explicit teaching of spelling strategies where Year 5 growth was high and Year 3 results in the top three bands are above Statistically similar schools and approaching State averages.
**Numeracy – NAPLAN Year 3**

The following graph shows the achievement of Year 3 students. The graph below demonstrates an average of Year 3 results from 2008 to 2011.

Following analysis of the data, the current School Plan 2012 – 2014 will

- Address needs in working mathematically, understanding the literacy component of problems through the Focus On reading Program and target specific areas of Patterns and Algebra.

***Percentage in bands: Year 3 Numeracy***

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Band</th>
<th>School Average 2008-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
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<tbody>
<tr>
<td>1</td>
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**Literacy – NAPLAN Year 5**

The following graph shows the achievement of Year 5 students. Nine Year 5 students completed NAPLAN in 2011. The graph below shows an average of Year 5 results from 2008 to 2011.

Results show that our students on average have achieved outstanding growth in spelling. However, averages compared to state suggest that explicit teaching of spelling strategies and continuation of spelling programs within the School Plan for 2012 - 2014 are necessary to further improve spelling strategies and editing skills.

Reading results over 3 years demonstrate that more than 54% of our students are in the top 3 band levels and are above state and region level for these bands. However, data and deeper analysis indicates that further support is required in determining inferences. As such throughout 2011 and continuing until 2014 the school has adopted specific comprehension assessment and teaching strategies through the Focus on Reading Program.

In Writing 50% of students over a three year period are achieving in the top three bands. Writing skills for some students, however, 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 results have been inconsistent. This indicates that more explicit teaching of Grammar and punctuation need to occur.

**Year 5 Reading**

***Percentage in bands: Year 5 Reading***

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Band</th>
<th>School Average 2008-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>4</td>
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</table>
The following graphs demonstrate average growth in literacy compared to State and Statistically similar schools (SSG).

Reading results in the top three bands have been higher than state and statistically similar schools however average growth has not been as high. Work on inferential comprehension and improved literacy strategies should ensure that further growth is achieved over 2012 – 2014.

Spelling growth has exceeded growth for the state and SSG. However the school needs to continue to work on spelling strategies to further increase numbers in the top three bands.

Grammar and punctuation growth remains inconsistent. As such more explicit teaching and assessment is required in line with the schools new scope and sequence and the literacy continuum. This will be reflected in the School’s strategic plan for 2012-2014

Numeracy – NAPLAN Year 5

The schools average score in numeracy is significantly higher than the SSG and close to the state average. Our growth from Year 3 to Year 5 is 15.8 points higher than the State average growth and 13.1 points higher than SSG’s. This is significant growth.

Most aspects of number and 2D shapes continue to be strengths. Concepts involving Fractions and Decimals as well as Patterns and Algebra will be addressed in 2012 - 2014 learning plans.
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.

Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>88.9</td>
<td>87.5</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>77.8</td>
<td>87.5</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>100.0</td>
<td>100.0</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. The school was actively involved in recognizing and celebrating Reconciliation Week and NAIDOC week.

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

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 2011 Mount Hunter Public School taught units focusing on multiculturalism in Australia and celebrating diversity and actively promoted and participated in Harmony Day.

Respect and responsibility
During 2011 Mount Hunter Public School actively promoted respect and responsibility. Achievements included:

- Implementation 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.
- Approximately 45% of our students attended the Camden ANZAC Day March and commemoration ceremony.
- School leadership roles were developed including promotion of values and school rules through mentoring of younger students focusing on co-operation in the class and playground and introduction of the Year 6 leaders program.
- 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 2011 Mount Hunter Public School purchased and networked 10 iPads. This resource was starting to be integrated into a variety of daily classroom activities across a number of Key learning Areas. This initiative will continue and is reflected in the 2012 – 2014 school strategic plan. Student to computer ratio counting iPads is more than 1 computer or electronic device per student. 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 2011 targets

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

Our achievements include:

- 89% of students in Year 3 and 5 achieving above minimum standard in reading
- 37.5% of students achieving proficiency in reading (Band 7 and 8) Year 5 and 44% of students in Year 3 achieving proficiency (Band 5 and 6)
- Growth in Spelling almost 10 points higher than State growth.
- Improvement in school spelling data for stage 2 & 3 students) reflected in school based assessment and writing samples.
- Average Writing scores in NAPLAN for Year 5 higher than state and SSG.
- Monitoring of reading levels demonstrate that stage 1 students improved by an average of 11 reading levels in 12 months. 80% of students were on or above regional benchmarks.
- Best start data indicating that 75% of Kindergarten students are meeting or exceeding expected growth.

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 and Year 5 students met minimum standards in numeracy.
- 50% of students achieved in the top 3 bands for numeracy.
- Growth from Year 3 to Year 5 was 15.8 points higher than the State average growth.

**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 mathematics, comprehension, Products and services day, Multicultural, Harmony Day and other school functions and events.
- The Attendance Rate in 2011 for the school continues to rank higher than Regional and State rates.
- Measured and observable improvement in student knowledge, skills and understanding of technology in learning.
- The introduction of 10 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 2010 the students participated in 2 virtual excursion and interacted with another school using video conferencing.

Development 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.

**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 2011 our school carried out evaluations of

**Educational and management practice**

**English**

**Background**

Literacy has a 100% impact on all areas of student learning. This includes the need to read, listen, talk and write in all key learning areas as well as for a range of other reasons and social interactions both in and out of the classroom.

Feedback was sought from students, parents and staff on teaching and learning.

**Findings and conclusions**

Students interviewed indicated that they prefer the new structure of ‘reading’ (Focus on Reading) where students read more interesting texts or quality literature. Students commented that they were happy with the greater opportunities they had to read and discuss texts with peers and teachers focusing on predicting, vocabulary, main ideas, making connections and so on. Students with literacy needs generally preferred reading the same texts as the rest of the class but they required extra support with the text at school and at home.

Students enjoyed many writing opportunities through increased relevance, connection to units of work or quality literature. Students participated in writing competitions. One student successfully won his age division and was published in a book of short stories by the Write 4 Fun program. Students see the need to edit and an increased number are taking greater responsibility for this.

An increased number of students participated in the school Public speaking competition.

Implementation of Best Start strategies saw 75% of students grow the appropriate amount of clusters along the Literacy continuum and identified students were identified for greater support. Students in Year 1 and 2 grew by an average of 11 levels with one student progressing by 11 levels. Reading Recovery was seen as a beneficial program for those students involved.

Parents were satisfied with reading. There was a request for leveled readers to come home more regularly and through a Year 6 Buddy program and parent volunteers this increased. In workshops Parents were informed and happy with the schools improvements in spelling. Many parents were interested in the schools new method of teaching...
reading and comprehension (Focus on Reading) and many supported the school by reading the texts with their children at home.

The staff commented on improvements made in learning and teaching through Best Start and Focus on Reading. The staff are satisfied with most resources for reading. At the staff’s suggestion we have purchased an online reading program ‘Reading Eggs’ for K-2 students and for students needing support. We also further supported writing and reading through the purchase of PM writing and PM writing plus. Staff valued opportunities for professional learning through training in Focus on reading and Best Start and through network links created where we are working and developing our schools through collegial links with Cawdor PS and Douglas Park PS. This has involved shared sessions at staff development days, staff meetings and on through video conferencing. The staff also celebrated achievements in growth for spelling and writing but are mindful that there continue to be students who require ongoing support.

Through careful analysis of school and state data staff determined that greater work was needed in inferential understanding, grammar and punctuation and that spelling needs continued focus to ensure continued growth.

**Future directions**

- Continue to increase Quality of teaching through increased professional opportunities and links with Cawdor PS and Douglas Park PS in Best Start and Focus on Reading.
- Continue to embrace the principles of quality teaching in lesson preparation and assessment tasks for all students.
- The school will adopt the literacy continuum as a means of assessing, teaching and monitoring student and school progress in all aspects of literacy with particular emphasis on identified areas of needs.
- Development of individualized learning plans for students with identified needs and talents in areas of literacy.
- Increase and use iPad and iPod technology to support literacy in class situations, reading of texts, leveled readers, publishing of work, reading, grammar and spelling applications, research and investigation online.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Learning & Teaching**

**Background**

Quality of School Life impacts greatly on student learning as well as student and staff welfare. In 2011 we chose to evaluate teacher, student and parent perceptions about the School Culture using surveys.

Twenty five 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:

- Most students and parents believe that the school provide classrooms where the learning is interesting.
- 80% of parents were happy with the communication about their child’s learning.
- All parents and students identified that teachers are upgrading their skills and that they share ideas about teaching and learning with other teachers.
- Many parents and teachers thought that students should have greater access to samples of work to gauge how they have improved over time.
- Teachers believe they have a good understanding of their students’ needs and often use assessment to guide teaching but felt that redesigning of some scope and sequences such as Mathematics, Science and HSIE was needed to ensure all aspects of student learning and Syllabus requirements are being catered for and covered.
- All parents believed that teachers managed classes and learning successfully to improve learning.
- 80% of parents understood that teachers assess and use this to cater for their children and clearly report this to parents and students.

![Image of students]

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75% of Stage 2 and 3 students indicated that teachers catered for their learning and made the classroom interesting.

70% said they sometimes knew what they did well and what areas they needed to improve in.

**Future directions**

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

- Increased communication with parents through newsletters and P&C meetings highlighting areas of success and areas requiring support in relation to school assessment programs and for specific parents what teaching will occur in relation to those needs.

- 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.

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

These areas will be addressed in the 2012 - 2014 School Strategic Plan.

**Professional learning**

All staff participated in professional learning experiences during 2011 as a whole school, as focused groups or individually and in collaboration with a small school network including Cawdor PS, Douglas Park PS and others. Professional learning funds were expended on ICT, Quality Teaching, Literacy – specifically Focus on Reading and Best Start as well as Numeracy, , leadership and career development and welfare and equity. Expenditure equated to approximately $1,575 per staff member.

**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.*

**2012 Targets to achieve this outcome include:**

- 80% 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
- Focus On Reading – quality comprehension, vocabulary & fluency program.
- Best Start – assessment & literacy strategies
- Review Writing Scope & sequence – with particular emphasis on the assessment & explicit teaching of grammar within - Talking & Listening, Reading & Writing.
- 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)
• 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.

2012 Targets to achieve this outcome include:

▪ 80% 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 numeracy program.
• Best Start Count Me in – 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
• Environmental print to assist with vocabulary of numeracy & strategies
• 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.

2012 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 settings.
• 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, newsletters, opportunities for parent/teacher conferences, information sessions, surveys & 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.

2012 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
- 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

**Strategies to achieve these targets 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 for students with identified needs ie: Gifted, Learning difficulties, Aboriginal Students, ESL & OOHC
- Specific feedback provided to students regarding progress towards stage / individual targets
- Whole staff analysis of school assessment, NAPLAN & other data
- Regular assessment meetings

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

**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

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

Leadership in & trialling 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 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

Mr Jamie Mainwaring, P&C President

Mr Sean Pope, Principal

School contact information
Mount Hunter Public School

165 Burragorang Road, Mount Hunter 2570

Ph: 4654 5266

Fax: 4654 5485

Email: mthunter-p.school@det.nsw.edu.au

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: