School context statement
Mount Hunter Public School is located in a semi-rural area close to Camden. The school is committed to fostering learning through the cooperation of children, staff and the community. The school motto is ‘The family school’ and this philosophy is encouraged through building strong family relationships and values. Mount Hunter Public School provides a rich and varied curriculum, which enables each student to strive for high academic achievement through quality teaching and learning and a strong family relationships and values. Mount Hunter Public School provides a rich and varied curriculum, which enables each student to strive for high academic achievement through quality teaching and learning and a strong welfare ethic.

Principal’s message
This report outlines Mount Hunter P.S. successes and achievements for 2014. 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 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.
2014 had many memorable and successful moments including:
A number of students are being extended in Numeracy & Literacy with very positive outcomes. Our Tournament of the Minds students were outstanding and came second in their category receiving an Honours award.
Pleasing participation in Public Speaking with 100% of primary students and 90% of infant students participating. We participated in PSSA Gala Days in Soccer and Cricket.
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 created a music band on the iPads. We have had so much fun along with our students at our camps – attending Hill End/Bathurst where we visited mines, tried out gold panning, explored the Hill End local area and made our own damper.
The school continued developing their sensory garden thanks to funds from BHP & a grant from the government. Most students in Yrs 1-6 participated in the Department’s learn to swim program and progressed successfully learning and building on many skills and safety strategies. Students enjoyed the Year 6 fundraising fun 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, Formative Assessment, the Australian Curriculum and Every Student 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 learning plans to cater for talents, learning needs and behavioral needs of all students. 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.
Thank you to all parents who have worked in the canteen, helped in the library, helped with reading, math’s groups and Multi Lit or with transport and have come to our special events to support your children.

Mrs Karina Shepherd
Principal/R
Management of non-attendance

Attendance is strongly promoted through letters home and newsletters. We are constantly monitoring our student attendance at Mount Hunter PS. We readily contact parents of students who are absent and make regular contact with our HSLO when concerns are raised.

Workforce 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 three days per fortnight. Additional support for specific students in class has been allocated and a School Learning Support Officer fills this role. We currently have no members of staff whom are Aboriginal.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

2014 was a year of much professional development for staff at Mount Hunter PS. Staff undertook training in the new curriculum, specifically English, Maths and Science. Staff worked together to create scope and sequences for HSIE & Science to ensure that all components of the new curriculum were being addressed and expectations were being met.

Staff undertook professional learning as a community of small schools group with Cawdor PS and Douglas Park PS. This allowed staff to work with larger groups of teachers and for programs and expertise to be shared across three schools.

100% of staff were involved in professional learning throughout the year.

Mount Hunter currently has one teacher who has completed her accreditation with the Institute of Teachers.

Our LaST attended regular network meetings to ensure that knowledge was kept current.

---

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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**Student attendance profile**

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<table>
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<tr>
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<tr>
<td>Total</td>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Staff undertook professional learning in CPR, Asthma, Anaphylaxis and e-emergency. Staff completed their Child Protection updates and their Code of Conduct updates.

**Beginning Teachers**

Mount Hunter Public school currently has no beginning teachers on staff.

**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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>157031.53</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 9378.589   |
| Excursions                 | 7158.42    |
| Extracurricular dissections| 13952.93   |
| Library                    | 2116.96    |
| Training & development     | 5018.58    |
| Tied funds                 | 31550.76   |
| Casual relief teachers     | 7802.61    |
| Administration & office    | 24186.78   |
| School-operated canteen    | 0.00       |
| Utilities                  | 9651.70    |
| Maintenance                | 3575.77    |
| Trust accounts             | 7792.93    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 122186.03  |
| Balance carried forward    | 34845.50   |

A full copy of the school’s 2014 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 2014**

**Sport**

Students from Mount Hunter participated in all Razorback Zone sports carnivals in swimming, cross country and athletics and 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 for Soccer and Cricket, organised by the Razorback PSSA, were well attended with 95% of students from Years 3 to 6 participating in soccer and 90% of students participating in the Cricket. Mount Hunter Public School performed well in both sports. All teams represented the school very well and many students learnt new skills as they had not previously played these two sports outside of school.

92% of students from Year 1 to Year 5 attended the, learn to swim program, at Camden Pool for two weeks to improve their swimming skills and safety techniques.

**Tournament of Minds**

Seven Gifted and Talented Students from Mount Hunter participated in Regional Tournament of Minds Competition. This involved a series of Training Days and preparation time during school hours and after school, culminating in a Long term and Spontaneous Presentation at the University of Western Sydney, Milperra. Students were highly engaged, enjoyed their experience and were awarded Regional Tournament Honours. Honours was a wonderful achievement for the school, achieving a top three placement among all the much larger schools in the region who participated.

**Camden Show**

Our K-2 class (Traveller) entered a piece of art into the Art Show and won a first place. We are all very proud of their "Rooster" art and Mrs Gray’s effort and it now very proudly hangs in our front office area.
Threatened Species Competition

Our primary class (Westbrook) entered the Threatened Species Competition and won first place in this competition. We are very proud of their efforts and the dedication and passion that Mrs Powter demonstrates for this area of learning.

Harmony Day

Our whole school travelled over to Cobbitty Public School in September to attend their annual Harmony Day celebrations. Our school K-2 dance group and our 3-6 dance group performed and the Traveller class (K-2) performed a song "Que Sera" which was very entertaining. So much so that they were asked to perform it a second time and the whole audience stood up and joined in!!!!!!

Science

In regards to research findings on the emerging trend of declining engagement by students in the area of science and the implementation of the new Science Curriculum, the school reviewed and designed a new Science Scope and Sequence.

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, processing and modifying data and drawing conclusions. Students participated in a design task relating to preparing healthy food and creating environmentally friendly packaging. After designing a healthy recipe that could be packaged and sold to other classes, students visited a supermarket where they compared prices and bought ingredients for the task. In groups they then prepared packaged and sold their creations.

Students enjoyed attending The Macarthur Sustainable Schools Expo and investigating sustainability in the school and local environments. The day inspired our senior years to become actively involved in managing the garden and led to the school registering for the Eco Schools Program.

Students were involved creating a sensory garden with the help of an Environmental Trust Grant to increase aesthetically, the design of the playground, allowing increased productivity form vegetable gardens and biodiversity. This created a more pleasant and engaging outdoor space. Computers aided research and helped with the design process that was applied creatively and collaboratively.

Technology

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.

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 7 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.
Academic achievements

NAPLAN

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.

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

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

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 and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy
Other achievements

100th Anniversary Of Mount Hunter WW1 Diggers

In August of this year we held a very important ceremony at the school to commemorate the 40 Mount Hunter diggers who went to fight in WW1. On August 22nd 1914, George Iley Dunn was the first Mount Hunter digger to enlist for WW1. To commemorate the centenary of this event the students started researching the 40 diggers in March of this year. They used online resources and were supported by volunteers from, The Oaks Heritage Centre. The students then produced a book containing all of the information gathered on each of the 40 diggers. The book was printed (100 copies) and then officially launched at the centenary assembly by Mr Latham, one of our parents, who spent quite some time with the students researching and assisting with the production of the book. The school P&C and Wollondilly council jointly funded the restoration of the Mount Hunter Memorial site and that was officially unveiled on the day also. Many important guests were in attendance on the day and many extended family members of the diggers were also present. We are very proud of what was achieved and the book has managed to travel from Brisbane right down to Adelaide in order to reach family members.

Significant programs and initiatives—
Policy and equity funding

Multicultural education and anti-racism

All classroom programs include art works, dance, literature and resources that expose students to multicultural perspectives. As there is a need in the community to expose the students to more multicultural learning we have identified this area as a Strategic Direction for our 2015-2017 school plan which is being planned for now.

Aboriginal background

Our aboriginal education funding was used to support the learning of aboriginal students at the school by employing an SLSO to work with the students to ensure that aboriginal students were positively engaged and achieving improved learning outcomes alongside their peers.

All aboriginal students have a PLP designed specifically for them to meet their needs and these are developed in collaboration with their parents. There is always open communication between school and home demonstrating a positive and inclusive school culture.

We identified learning experiences within the school which required resourcing and have allocated the money to purchasing these resources. We are painting an aboriginal inspired mural in our sensory garden and want to involve the students in a day of cultural understanding and appreciation.

Socio-economic background

In 2014 our student equity funding was used to support families in ensuring that all students received the valuable opportunity to attend school excursions and camps that support and promote the teaching and learning of important concepts, as many of our students have siblings in the same class.

We also used a large portion of the funding to employ an SLSO to support students who have been identified as having learning needs in the area of literacy. This ensured that learning adjustments were successfully implemented and access to the curriculum was ensured with extra support. It also allowed us to implement the “Multi Lit” program with huge success for our students.
Learning and Support
Our school participated in the Nationally Consistent Collection of Data (NCCD) this year and used the information to effectively cater for the needs of all individuals within the school. All students with identified learning support needs have ILP’s and we hold regular planning and evaluation meetings with parents. Reasonable adjustments are made for all students and RAM funding was allocated to the employment of an SLSO to enhance the support offered to individual students. Our LaST teacher worked in classrooms and one to one with students and provided valuable support to classroom teachers.

Counsellor referrals were made if concerns were identified or raised and as a result 100% of students with learning needs received the support applicable to their needs.

Reading Recovery operated once again in the school and four students were able to enjoy the benefits of this program throughout the year with very pleasing results.

The implementation of the "Multi Lit " program saw many students experiencing difficulties in Literacy make wonderful progress over the year. Parent tutors were trained in the delivery of the program which allowed more students, more often, being able to access the program.

Other significant initiatives
Our student leadership programs were very successful with all year 6 students taking on various leadership roles and the school Ambassador representing the school very well throughout 2014. The year 6 students raised a pleasing amount of funds to purchase an "Acknowledgement of Country" sign for the school assembly area and also two perpetual shields, one for Academic Excellence and one for Most Improved, which will now feature in our Presentation Day assemblies at the end of every year.

Our students were again very much involved in Environmental Education opportunities under the guidance of Mrs Powter and the dedication of Mr Leonard, our wonderful GA. They continued on with the development of the sensory garden, installing a pond and planting vegetables and many more plants. The students attended excursions with an environmental and sustainability focus and made a conscious effort to ensure the school grounds were maintained.

School planning and evaluation 2012—2014
School evaluation processes
NSW public schools conduct evaluation to support the effective implementation of the school plan. The processes that we have employed here at Mount Hunter PS are:

- Analysis of school and external based assessment data
- Surveys from parents, students and staff
- Evaluation staff meetings where staff collaboratively evaluated targets and priorities
- Setting future directions based on findings from data analysis.
- Consultation with the school community at P&C meetings and through newsletter communication.
- Requests for feedback regarding our future directions from the parent community.

School planning 2012-2014:
School priority 1
Curriculum and Assessment
Outcomes from 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

Evidence of achievement of outcomes in 2014:
- Engaging teaching and learning programs implemented that provided students with a broad range of learning experiences and addressed the needs of all students across K-6.
Teacher professional learning was aligned with DEC requirements and expectations of the new curriculum. Staff successfully undertook professional learning in the Mathematics, English and Science curriculums.

Formative assessment was embedded across all KLAs and an effective professional network across our COS was maintained.

**Strategies to achieve these outcomes in 2014:**

- Regular professional learning for staff through in school and external sources. Learning community maintained with Cawdor PS and Douglas Park PS.
- Implementing more opportunities for group work in the primary classroom and an emphasis on needs based grouping in the 3-6 class.
- Scope and sequence development for Grammar, Vocabulary and Spelling and a re-development of the HSIE/Science Scope and Sequence to ensure that the new History Syllabus expectations were incorporated.

**School priority 2**

**Leadership and Management**

**Outcomes from 2012–2014**

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

**Enhanced leadership innovation facilitating positive learning culture across the school / region.**

Increased staff capacity to meet the needs of a significantly diverse & changing region.

**Evidence of achievement of outcomes in 2014:**

- 100% of staff at the school taking on leadership within the school across many areas.
- Students positively engaged and a renewed enthusiasm for learning.
- Staff well equipped to cater for the needs of all students within the school ranging from learning support through to extension programs for students performing above expected outcomes.

**Strategies to achieve these outcomes in 2014:**

- Staff sharing expertise and taking on leadership roles in various areas across the school.
- Implementation of the new curriculum across K-6 and the implementation of more student directed learning and formative assessment strategies.
- Regular staff professional learning.
- Regular meetings with parents of aboriginal students and students with learning support needs to ensure open communication between home and school.

**School priority 3**

**Literacy and Numeracy**

**Outcomes from 2012–2014**

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

**Quality assessment, planning, teaching/learning practices to engage students & improve learning outcomes.**

Improved student learning outcomes through, targeted strategic intervention for students experiencing difficulty in literacy.

**Evidence of achievement of outcomes in 2014:**

- Bump It Up Walls in both classrooms that use criterion that students can use to self-assess and set goals for future learning.
- Multi Lit program results indicate a huge improvement in student outcomes.
- Some students receiving outstanding results in University Competitions
- NAPLAN results indicate major growth in the area of writing and pleasing results across Years 3 & 5 in writing.

**Strategies to achieve these outcomes in 2014:**

- Implementation of the Multi Lit program to support students with learning difficulties and the regular assessment of students using learning continuums, school benchmarks and data from external assessments.
- Effective differentiation by using fluid and flexible groupings which allowed student individual needs to be met consistently.
- Formative assessment strategies implemented across the school that focus on student self-regulation, goals setting and effective feedback on student learning.

**School priority 4**

**Students Engagement and Attainment**

**Outcomes from 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.

**Evidence of achievement of outcomes in 2014:**
- The school Ambassador Role was formalised in late 2013 and as a result students had to nominate themselves, complete speeches and experience a voting process.
- We had the successful continuation of the schools level system that saw a further reduction in negative behaviours and greater engagement in learning. Classes are settled and students are engaged in greater self-direction.
- Participation in and positive recognition of students for their efforts in University competitions, TOM, Public Speaking, and Spelling Bees.

**Strategies to achieve these outcomes in 2014:**
- The continuation of the schools level system that promotes positive behaviour and rewards students for their positive behaviours.
- The formalisation of the school leadership process and the increase of leadership opportunities for the students.
- School participation in external competitions and the encouraging of students to take risks and try new challenges.

**School priority 5**

**Aboriginal Education**

**Outcomes from 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.

**Evidence of achievement of outcomes in 2014:**
- All aboriginal students have a Personalised Learning Plan that has been put together collaboratively with the LaST, parents and the school Principal.
- Aboriginal students are highly engaged in their learning and are showing very pleasing progress in all areas of their learning.
- Aboriginal perspectives, knowledge and understanding is implemented throughout all KLAs and resources that compliment learning have been collected.

**Strategies to achieve these outcomes in 2014:**
- Regular communication and collaboration with parents of aboriginal students in developing personalised learning plans.
- selecting and using resources effectively that reflect and develop an understanding of aboriginal culture throughout all KLAs
- At all times there is open communication between home and school.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The overall results from surveys were very positive; surveys indicated that there is:

- Very good communication between teachers and parents
- Staff always make sure that students are safe and happy at school
- The school is very inclusive and has a wonderful community feel to it.
- There is harmony among students and they are highly engaged in their learning.
- Many opportunities offered at the school and that all students have an opportunity to partake in these.
- A strong focus on teaching and learning programs that cater to individual needs.
- The level system is very effective within the school.
- The staff are dedicated and caring.

Future Directions;

- Look at introducing two parent teacher interviews per year – Term 1 as normal and possibly Term 3.
- Continue looking at ways of extending high achievers.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The Mount Hunter public School learning community have undertaken an extensive evaluation process and have been involved in collaborative and consultative procedures to ensure that the school plan for 2015-2017 is a plan that is supported and valued by all members of the learning community.

The Process

- Analysis of school based assessment data (benchmarks, special programs, class, Best Start & PLAN)
- Analysis of NAPLAN data with all staff and shared with the parent community
- Surveys from staff, students and parents
- Staff meetings to evaluate the 2012-2014 school plan, identify programs working well and those that need revising.
- Setting of future directions based on data, surveys and evaluations
- Staff TPL in the “why” purpose of coming into school very day
- Rewriting of our school vision statement based on discussions
- Setting of our three strategic directions – using information received from staff, students and parents
- Staff meetings to begin process of 5P’s plan
- Information in all Term 4 newsletters about process, three strategic directions and school vision
- Request for feedback from the wider community re: parent involvement in all three strategic directions.

Strategic Directions for 2015-2017

1. Wellbeing
2. Quality teaching and learning
3. Global Citizenship
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 Karina Shepherd – Principal/R
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Mrs Janelle Powter – RFF, Library, Comp, LaST
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: