School context

Students

The Mount Hunter Public school population for 2013 remained stable throughout the year with 34 - 37 students.

Staff

Two classes were formed in 2013. The teaching staff and students were facilitated by a Learning and Support Teacher (LaST), Relief Teacher, Teacher Librarian, a Reading Recovery Teacher for half a year, a School Councilor one, ½ 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.

Principal's message

This report outlines Mount Hunter P.S. successes and achievements for 2013. 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.

2013 had many memorable and successful moments including:

- Pleasing improvement in Grammar & Punctuation - reflected in across school assessments and in NAPLAN;
- Continued pleasing growth in average reading levels through rigorous class programs, Learning Support and Reading Recovery, and the implementation of the Focus on Reading program.
- A number of students being extended in Numeracy & Literacy through the use of flexible and fluid groupings.
- Our Tournament of the Minds students were outstanding and enjoyed their performance.
- Success in Public Speaking at a district level with one of our Kindergarten students receiving a Highly Commended.
- Our Juniors won their netball division in our Razorback PSSA competition
- 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 – attending Canberra where we visited the War Memorial, National Museum, the Dinosaur Museum, Parliament House & Questacon.
- Our girls and boys have played hard at netball & oztag, sung & danced well at the Wollondilly Performing Arts Festival, run hard at cross countries, swim swiftly at carnivals and the small schools state relay at The Homebush Sports Complex.
- The school started up a sensory garden thanks to funds from BHP & a grant from the government.
- Most students in years 1 to 5 participated in the Department’s learn to swim program and progressed successfully, learning and building on many skills and safety strategies.
- Students have enjoyed Year 6’s leadership during fundraising fun days like a sports mufti, rainbow mufti, lolly days and a Yr 6 Fun Day.
- We had, for the first time, a formal dinner to celebrate the graduation of our Yr 6 students. Parents, teachers and Year 6 students got all dressed up and celebrated together.
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, 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. 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 a new shade shelter and several new readers. You have given us great lunches, great BBQs 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.

Mrs K Shepherd/R

P & C and/or School Council message

The Mount Hunter Parents and Citizens Association worked closely with the Principal, staff and parents throughout 2013 to meet our set objectives and goals 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 to assist our teachers in delivering the NSW school curriculum. 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 their continual support.

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

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 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.

We would like to thank you for your support of the P and C, your input and commitment is very much appreciated by all the parents, our children and the staff.

Mount Hunter P & C Association has an ongoing partnership with the school, which we look forward to continuing in 2014.

Kindest Regards,
Jamie Mainwaring

Student representative’s message

The students at Mount Hunter PS have had a wonderful year. We enjoyed an overnight excursion to Canberra where we enjoyed activities like, a night at the dinosaur museum and a visit to Parliament House. We also had lots of fun activities that Year 6 organised throughout the year eg: the Haunted House that left many students in fits of giggles. 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 Juniors winning their division in the PSSA netball competition. We also had some successful games during our PSSA Oz Tag games. We went to the Camden Show as a whole school and enjoyed the NSW Fire Brigades Smokehouse. Year 6 attended a joint overnight camp with Narellan PS to Jervis Bay where we snorkeled and were told an Aboriginal Dreamtime story of how the bay was created. Our K – 2 class enjoyed an excursion to Wooglemai and also one to the Botanic Gardens in Wollongong which they went on with Cawdor PS. I would like to take this opportunity to thank all of our dedicated staff who have guided us throughout the year, our parents and grandparents who assisted on the canteen, transporting students to and from events and for helping out our P & C who are there to assist our school in so many ways.

Georgia Mainwaring – School Ambassador 2013

Student information

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

Student enrolment profile

![Enrolments](image)

Management of non-attendance

Attendance is strongly promoted through letters that are sent 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.

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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<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</td>
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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>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>38180.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>51382.50</td>
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<tr>
<td>Tied funds</td>
<td>38353.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>10059.70</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>155657.98</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 9921.83    |
| Excursions                 | 6638.68    |
| Extracurricular dissections| 6480.25    |
| Library                    | 2541.49    |
| Training & development     | 2129.03    |
| Tied funds                 | 41961.79   |
| Casual relief teachers     | 8758.31    |
| Administration & office    | 20852.70   |
| School-operated canteen    | 0.00       |
| Utilities                  | 10459.73   |
| Maintenance                | 7357.64    |
| Trust accounts             | 10544.71   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 127646.16  |
| **Balance carried forward**| 28011.82   |

A full copy of the school’s 2013 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 2013

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 2013, 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.
- Performances from all students of the school at the 2013 Wollondilly Performing Arts Festival. We performed a primary class dance, a primary class song, a whole school song and a K-2 dance. Our GA was also on stage as part of our performances.
- Participation in the Music Bus program which saw some students receive small group tutoring in piano and guitar.
- 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 Netball and Oztag organised by the Razorback PSSA were well attended with 90% of students from Years 3 to 6 participating in netball and 95% of students participating in the Oz Tag. Mount Hunter Public School performed well in both sports with our Junior Netball team coming 1st in their division. 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 for two weeks to improve their swimming skills and safety techniques.
Other

Public Speaking

A public speaking program was initiated involving all students from 3-6 and 85% of students entered the school Public Speaking competition and eight students went on to represent the school in the Wollondilly District section. One of our youngest members of the District Team (Kindergarten student) received a Highly Commended for her fantastic efforts.

Spelling Bee

100% of students competed in the Spelling Bee with 4 students representing the school at a District level.

Camp

Our Year 3 – 6 class went to Canberra on an overnight excursion where they had a fantastic time. They visited many of the prominent sights in Canberra and once again represented our school extremely well.

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select Go to access the school data.

Due to the size of our school we have cohorts of less than 10 students in years 3 & 5 therefore some data is not available.

You can see graphs displaying our average progress in specific areas between Year 3 & 5 below.

NAPLAN Year 3/5 - Literacy

![Average progress in Spelling between Year 3 and 5](image)
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.

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

Staff have been looking at the new English curriculum and addressing the aboriginal perspectives that are embedded within the new curriculum. These have been addressed through literature and discussion.

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 2013 Mount Hunter Public School addressed perspectives of multiculturalism in Australia and celebrated diversity through an active story telling session during Education Week where students and families could share their stories.
Findings: Culture/Management

- Parents, students and staff believe that school leaders have a positive influence on school culture.
- They believe that learning is valued at our school and that, new students and families are always made to feel very welcome and are encouraged to be part of the school community in many different ways.
- Parents and staff believe that the school rewards students for their achievements however the students had mixed feelings in regards to how the school acknowledges students who have achieved well.
- Parents, students and staff also had very positive responses in regards to the management of the school and feel that the school does meet the educational needs of its students and that the school cares for the students and that the discipline is fair for everyone.
- The survey also recognised that the school is well organised and resources are managed effectively.
- The students did identify that they were not too sure if the school was making changes from time to time to improve what it does.

Conclusions/Future Directions:

- After looking at the data collected it identifies that we have a very positive school culture here at our school and students, staff and parents are confident in the management of the school by the school leaders and staff. Parents are supportive of our reward system and acknowledgement of students and their achievements.
- The information also points out that we need to consider how we can ensure that the students are valuing and recognising that their achievements are being acknowledged in a way that is meaningful to them. We have discussed the implementation of a system where their weekly awards add up to a more significant reward at our formal assemblies throughout the year so that ongoing achievement is identified in a formal manner.
- We also need to consider how we can involve students or make it evident to the students when changes are needed and what those changes are. This will be achieved by involving the Year 6 students in more of the decision making processes that occur within the school and have them as representatives for the younger students.

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/PLAN training, Focus on Reading, the New Australian Curriculum/NSW Syllabus and Formative Assessment Strategies 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.

100% of staff undertook the above professional learning throughout 2013. The Principal also participated in professional learning in leadership, improving student outcomes and curriculum leadership. A total of $5,524.92 was spent on staff professional learning in 2013.

School Development days were implemented along with Cawdor PS and Douglas Park PS. Professional learning consisted of Formative assessment, the New English Syllabus and some compliance training which is mandatory for all staff. Working with our small community of schools allowed the staff to have discussions with a number of other teachers and to learn new skills and strategies from each other. As a result a learning community was established and teachers now share their findings using Edmodo, an online communication tool. Teaching and learning programs are shared between the three schools.

Parent, student, and teacher satisfaction

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

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 who are supportive, many and varied opportunities offered to the students, the Jolly Phonics program in K-2 has been very effective, composite classes allow for extension and support for all students, the abundance of opportunities for interactive and computer based learning, open and honest communication, ability groups which are flexible allow for students to be extended and supported, and the way students are rewarded for their effort and hard work.

• Parents did indicate that they would like to promote the school more so that ‘perceptions’ of a small school are positive, and as a result attract more, in area students, to the school.

• All students commented about the many different opportunities they are provided with at the school and also recognised the caring and friendly atmosphere within the school.

• They recognised the importance of helping others and supporting one another in the small school setting and believe their friendships are very important.

• The students indicated that they like the way the teachers teach (engaging activities) and enjoy the use of technology as part of their lessons.

• 85% of the students indicated that they want to come to school every day to learn and improve their learning.

Future Directions:

• Continue with our current school programs but continue to look for new and interesting ways of engaging the students and involving the parents in the learning that is occurring each day at our school.

• Ensure that the grouping of students continues to support their learning and continually assess student needs to ensure that all individuals are being catered for within our multi-age/stage classes.

Progress on 2013 targets

Target 1

Increase the level of attainment of all students in Literacy

Our achievements include:

• An average of 56% of year 3 students achieving the top 3 bands in Grammar and Punctuation in NAPLAN, between 2011 – 2013.

• An average of 62% of year 3 students achieving in the top 3 bands for writing in NAPLAN, between 2011 – 2013.

• An average of 55% of students in year 5 achieving in the top 3 bands for reading in NAPLAN, between 2011 – 2013.

• An average of 58% of year 5 students achieving in the top 3 bands in Grammar & Punctuation for NAPLAN, between 2011 – 2013.

• An average of 53% of year 5 students achieving in the top 3 bands for reading in NAPLAN, between 2011 – 2013.

• Our school progress in Writing between year 3 and year 5 was better than the SSG and the State.

• 50% of K-2 students were reading at levels above the expected benchmarks for their grade.

• The average reading level for Kindergarten students at the end of 2013 was Level 12.

• Best Start assessment demonstrated that 88% of Stage 1 students were achieving above the expected level/benchmarks in Literacy.

• 67% of Kindergarten students were achieving above expected benchmarks in Reading Texts.

• 83% of Kindergarten students were achieving above expected benchmarks for Phonics and Concepts about Print.
Future Directions

- Continued professional development and explicit teaching in Focus on Reading with increased connections to writing.
- Continued focus on a real purpose for writing.
- Implementation of the new English curriculum.
- Inconsistent results in spelling and reading with average growth declining in spelling means that we need to investigate programs that will support the teaching of this area, continue embedding the strategies learned through Focus on Reading and investigate other spelling techniques and programs to support student learning.
- Purchase and implementation of the “Multi Lit Program” as an additional program to support students with identified learning needs and those students who require some additional support.

Target 2

Increase the level of attainment of all students in Numeracy

Our achievements include:

- 50% of year 3 students scoring in the top 3 bands for NAPLAN.
- 52% of year 5 students in the 3 bands for NAPLAN.
- Progress in numeracy between year 3 and year 5 is better than that of the state and SSG.
- A number of students working above their expected level for mathematics within the classroom through the implementation of ability groups and flexible groupings that caters to individual need.
- 100% of Kindergarten students were at the Figurative and Counting on or Back level in Numeracy.
- 83% of Kindergarten students were above expected outcomes for numeral identification.

- 83% of Stage 1 students were at or above expected benchmarks for Best Start and school based assessments at the end of 2013.

Future Directions

- Greater incorporation of Focus on Reading strategies to support mathematical problem solving in the primary class.
- Begin looking at the new Mathematics Curriculum and evaluate the schools scope and sequence to ensure that it is line with ne expectations.
- Use the Maths Plus program to encourage consistent revision and use of prior knowledge and skills.

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 Parent/Teacher interviews, sporting events, Education week celebrations and other school functions and events.
- The Attendance Rate in 2013 for the school continues to rank higher than Regional and State rates and was higher than our 2012 rate.
- Observable improvement in student engagement, responsibility, knowledge, skills and understanding of technology in learning.
- The continued 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 2013 the students participated in 2 virtual excursions.
- Students began using online blogging Edmodo 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 embedding the 8 ways of learning into all key learning areas throughout 2013.

School Priority 1

Outcome for 2012–2014

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

2014 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 student progress & school areas of need in literacy (spelling, grammar & punctuation & inferential comprehension) by all staff.

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.*

2014 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 in NAPLAN.

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 and the continued implementation of flexible and fluid groupings that address individual needs.
- Problem Solving - 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.

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.
- Technology IWB, computers, iPads & related literacy apps & texts.
- Explicit teaching of numeracy strategies through small group lessons so that individual needs are addressed.

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.

2014 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.
- Continue the use 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, OOHIC)
- Implement effective transition programs ie: Kindergarten Orientation – Year 6 to 7

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-
- Anti-bullying and Resilience programs.
- Peer Support & co-operative programs.
- Maintenance & review of student attainment ie: assemblies, awards, newsletters, website, notice board, postcards, direct contact with families.
- The implementation of a “Trade Up” system for merit awards so that students are working towards a greater goal and are setting higher expectations for themselves.
- 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.

2014 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 students’ knowledge of Aboriginal culture and history

- Continued implementation of the 8 Aboriginal Ways of Learning into all KLAs.
- Educate through links in KLA’s.
- Participate in significant celebrations ie: NAIDOC, Sorry Day.
- Increase understanding & significance of Welcome/Acknowledgement of Country and incorporate that into all formal assemblies.
- Increased links with Aboriginal people / organisations through DEC funding initiatives.

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.

2014 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
  - Development of a school scope and sequence that clearly outlines assessment requirements over a calendar year.
  - Continue with 2/3 week planning cycles to address targets & individual needs.
  
- Ensure that ability groups are used consistently throughout learning programs to ensure all individual needs are being met.
- 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

2014 Strategies to achieve these targets include:

Professional learning based on identified school priorities/needs & on teacher need. ie: New English curriculum, Best Start, New Mathematics Curriculum, and ongoing Formative Assessment training.

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 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
Mrs Janelle Powter, Teacher
Mrs Beverley Gray, Teacher
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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: