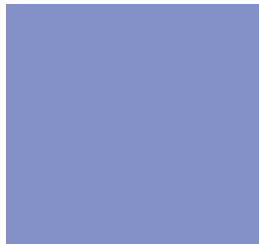
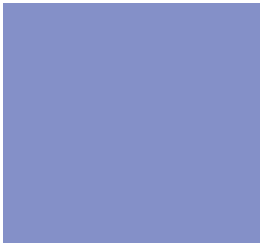


# 2009 Annual School Report Hinton Public School

NSW Public Schools – Leading the way



## Our school at a glance

### Students

At the commencement of 2009 there were ninety nine students enrolled, consisting of 40 boys and 59 girls. By April 103 students attended. Daily attendance at school was 94.3% as compared to 93% for the Region and 92.1% for the State.

In 2009 there were four classes; K-1, 1-2, 3-4 and 5-6.

### Staff

There were four full time teaching staff, including one teaching principal, and three classroom teachers. A temporary teacher and part time teacher were responsible for Release from Face to Face teaching, Learning Assistance, Librarian and a Part Time component.

Non teaching staff included one School Administrative Manager, two part time School Administrative Officers, and a part time General Assistant.

Mrs Terenzini retired at the end of term two. Through interview a new staff member was selected and a new 0.4 permanent part time teacher was appointed to commence in 2010.

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

### Significant programs and initiatives

A number of programs to provide opportunity and extra educational support operated during 2009

These included:

- Student Welfare
- Peer Support
- Student Leadership (including School Parliament)
- Public Speaking/Debating
- Daily P.E.
- Dancing
- Small Schools' Interaction
- Kindergarten Orientation
- Debating

A focus on combined activities with fellow small schools was a highlight of 2009.

### Student achievement in 2009

#### Literacy – NAPLAN Year 3

Our students' achievements were generally below the state mean in aspects of Literacy. In overall literacy the state mean was 424.6 as compared to school's mean of 394.7 In writing Year 3's mean was 394.9 as compared to the state mean of

423.4. 67% of Year 3 students were in the top bands of 4, 5 or 6 for overall literacy.

#### Numeracy – NAPLAN Year 3

Our students' mean in numeracy was 377.1 as compared to the state average of 406.0. 53% of our students were in the top bands of 5 or 6 as compared to the state at 41%. 60% of our students were in bands 4, 5 or 6 in measurement, data, space and geometry and 60% for number, patterns and algebra.

#### Literacy – NAPLAN Year 5

Most students matched from Year 3 to Year 5 improved by two skill bands or more. Our mean in literacy of 518.3 was above the state average of 500.4. 70% of students were in the top bands of 6, 7 or 8 for overall literacy, including 73% in reading, 87% in spelling and 87% in punctuation and grammar.

#### Numeracy – NAPLAN Year 5

Most students matched from Year 3 to Year 5 improved by two skill bands or more (40% by 2 or more skill bands). Our mean in numeracy of 527.3 was above the state average of 502.8. 87% of students were in the top bands of 6, 7 or 8.

## Messages

### Principal's message

Hinton School's motto of "Every Little One Counts," is carefully followed in every aspect of our school life. Staff, parents and students combine to create a happy, caring and safe environment in which to learn.

The school grounds have been transformed through the completion of major works. This included increased playground area, extra playground equipment, two sun protection covers, a new external fence and a games and covered seating area.

Through the National Pride program, three smartboards were installed in classrooms, leading to enhanced access to the benefits of technology for all. Through the Building Education Revolution (BER), planning for the building of a new classroom was commenced for completion in 2010. The removal of our last demountable further opened the play area available.

We are very proud of the students' participation in both internal and outside events such as, Book Week, Active After School Communities, ANZAC Day, Remembrance Day, Young Leaders Day and

Starstruck. The years four, five and six excursion to Canberra was particularly successful.

I thank the staff for their time, caring and that "extra step" in supporting our students and to the many parents who willingly support the school in so many ways.

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.

**Ken Sharkey**

### **P&C and/or School Council message**

Our healthy canteen is run with the assistance of volunteer parents and family members. Our children benefit from this by having the opportunity to order their lunch or buy something cool on a hot day. A fruit promotion and meal deal day is held each term and this year we introduced our canteen approved, Slush Puppie machine, which has proven to be a huge success. Funds raised are put towards updating equipment, as well as donating \$2000 towards the schools new photocopier.

As this is my second year of being President, I would like to thank everyone for their ongoing help and support throughout a very busy year. Without the assistance and support of many, including our Principal, teachers and administrative staff, events such as our very own Country Fair would not be possible.

Thank You

**Kin Lantry – P & C President 2010**

### **Student representative's message**

During this year, we have represented the school in many events such as the memorial service and young leaders' day which has made our year way more interesting.

During this year we have seen lots of changes throughout the school. For example the new play equipment cover, the chess board down the back along with the veggie garden and the new garden shed.

Also, the school has put up some new basket ball and netball posts and the old demountable was removed and taken away. We witnessed the repainting of the games on the paths thanks to Mr Vowles.

Lots of enthusiastic students participated in many different sporting competitions in and out of school

and some very talented students made it to higher levels to try and reach their goals.

Also, many students participated in academic competitions such as the Newcastle Permanent Mathematics' competition, the university tests and so many more.

All up, this year has been really beneficial to Hinton Public School and all of the students who have attended here throughout the year.

**Laura Williams, Jon Etheridge**

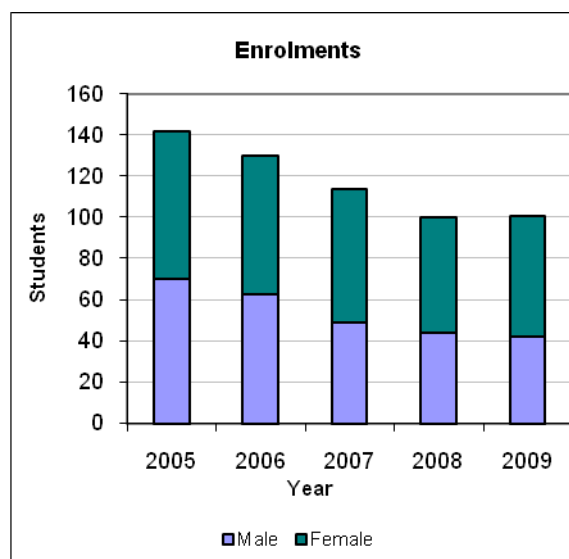
## **School context**

### **Student information**

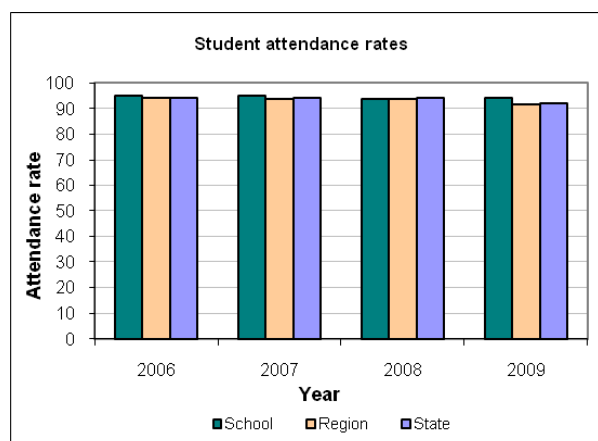
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### **Student enrolment profile**

	2005	2006	2007	2008	2009
<b>Male</b>	70	63	49	44	42
<b>Female</b>	72	67	65	56	59



## Student attendance profile



## Management of non-attendance

Hinton School enjoys a high average regular attendance. We work closely with the school liaison officer in the rare cases where help is required.

## Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

## Structure of classes

Roll Class	Year	Total per Year	Total in Class
1-2	1	12	23
1-2	2	11	23
3-4	3	14	30
3-4	4	16	30
5-6	5	15	30
5-6	6	15	30
K-1	1	3	18
K-1	K	15	18

All classes at Hinton School conformed to the recommended requirements with the exception of the 1-2 class which was maintained for organisational purposes.

## Staff information

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

## Staff establishment

Four permanent teacher positions were allocated in 2009. This included a teaching principal and three classroom teachers. In addition one specialist support teacher assisted. All teachers were experienced. The support teacher catered for Library, Learning Assistance, release from face to face teaching and Gifted and Talented.

The teaching staff was supported by a Senior School Administration Manager, two part time Senior Administrative Officers, one Teacher's Aide (Special) as required and a General Assistant for one day per week.

There are no indigenous members of staff.

Position	Number
Teaching Principal	1
Classroom Teachers	3
Part-Time Teacher	0.168
Teacher RFF	0.168
Support Teacher Learning Assistance	0.2
Teacher Librarian	0.2
Total	4.736

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	



## 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:	30/11/2009
<b>Income</b>	<b>\$</b>
Balance brought forward	109 211.95
Global funds	83 823.98
Tied funds	27 284.62
School & community sources	40 626.01
Interest	3 849.25
Trust receipts	12 419.05
Canteen	0.00
<b>Total income</b>	<b>277 214.86</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 572.06
Excursions	18 067.08
Extracurricular dissections	12 487.74
Library	2 295.19
Training & development	1 909.80
Tied funds	86 233.24
Casual relief teachers	12 120.30
Administration & office	37 005.75
School-operated canteen	0.00
Utilities	11 822.44
Maintenance	7 357.97
Trust accounts	12 921.03
Capital programs	10 221.93
<b>Total expenditure</b>	<b>226 014.53</b>
<b>Balance carried forward</b>	<b>51 200.33</b>

\$60 500 from a Federal Government grant to extend and improve the playground has been fully expended less \$3001.98, which is targeted for payment by February 2010.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2009

### Achievements

#### Arts

Self expression through participation in the arts is valued and supported at Hinton Public School.

Performance, publication and exhibitions in creative arts and practical arts are encouraged.

Highlights included:

- Hinton Dance Group, trained by Mrs Woodward, outstanding performance at Starstruck.
- Students performing in the school talent quest.
- Student performances in poetry, violin and dance at presentation night. K-1 and 3-6 choirs performance at concert night.
- Lunchtime art with parent and artist Mr Vowles.

### Sport

Students are encouraged to participate in a wide range of sports, which are chosen to develop personal skill, fitness, cooperation and self confidence and to provide leisure options for life.

Highlights of this year's sporting programs and achievements included:

- Students' selection in zone teams in each of rugby league, soccer and cross country. Kelsey Winchester participated in the Hunter Region cross country.
- Teams participating in PSSA knockouts in soccer and touch football, in an Oz Tag gala day and in the small schools' soccer knockout.
- Students participating in the special Swimming Scheme.
- Students participating in swimming, cross country, athletics carnivals, soccer clinic and in weekly organised games and physical education lessons.
- Students participating twice per week in the Active After School Communities sport program.
- Gold awards were achieved by all participants in the Premier's Sporting Challenge.

### Other

- Students from Year 3 to Year 6 competed in the Australasian Schools Competition. This resulted in: Computers, 3 Credits; Science, 2 Credits; English, 5 Credits and 3 Distinctions; Mathematics, 7 Credits and 1 Distinction; Writing, 2 Credits and 1 Distinction.
- Year 5 and Year 6 students competed in the Newcastle Permanent Mathematics Competition. This resulted in 8 Distinctions and 6 Merits.

- Students K to 6 participated in a school spelling competition.
- Students were active in many environmental activities, including Clean up Australia Day and Water Watch. An Environmental club was formed and active through school gardens and the new school vegetable garden.
- School Leaders were active, particularly through the vehicle of School Parliament, where the student voice raised numerous issues, voted on school activities and monitored environmental, sport, health, transport, educational and social issues. School Parliamentarians attended the School Leaders' Day at the Sydney Entertainment Centre, resulting in refining of their leadership skills.
- One student won an award during education week for her citizenship and academic achievements.
- Debating on a class basis in Years 5 and 6 was highlighted by a combined small schools' debating workshop and a combined debating day adjudicated by state member, Mr Frank Terenzini.
- The Peer Support Program was highly successful as year 6 students guided their younger peers, resulting in increased care, respect and support throughout the school.
- Various charities were supported, including Stewart House and the Leukaemia Foundation through Shave for a Cure. An appeal for the "Black Sunday" victims was overwhelmingly supported.
- Excursions were held supporting class units: Years 4, 5 and 6 visited Canberra in their study of Government and Democracy. Years K-3 visited the Wetlands and Years K to 2 visited Newcastle Airport and other venues in their study of Transport.
- Mrs Baird was instrumental in helping produce "The Hinton Voice", in the Newcastle Herald School Newspaper Competition. Ryan Ninness won the primary section best news story.
- Students marched in the ANZAC March on ANZAC day and participated in their own service at school prior to the day. School leaders attended the Remembrance Day Service.
- Work was completed on playground extensions and improvements including covered seating, an extension to play equipment, shade covers, a raised vegetable garden, basketball posts and the purchase of equipment for the environmental club.

- Year 6 students attended and participated in a combined schools' Drug Forum at Maitland High School in conjunction with other schools in the Local Management Group.

### **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 the 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**

In Year 3, fifteen students sat for NAPLAN Testing in literacy, consisting of writing, reading, spelling and grammar and punctuation.

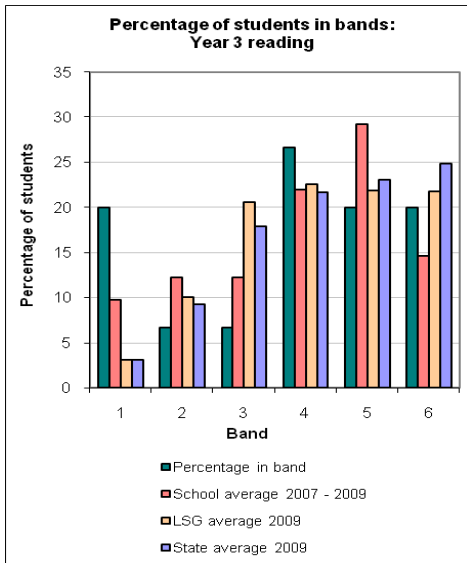
- 67% of our students were in bands 4, 5 or 6 in overall literacy as compared to 77% for the state.
- 67% of our students were in bands 4, 5 or 6 in reading as compared to 70% for the state.
- In spelling 60% of our students were in bands 4, 5 or 6 as compared to 75% in the state.
- In writing 46% of our students were in bands 5 or 6 as compared to 52% for the state. In grammar and punctuation 73% of our students were in bands 4, 5 or 6 as compared to 77% for the state.

Analysis of results in reading show strengths in identifying context, and identifying pronoun reference.

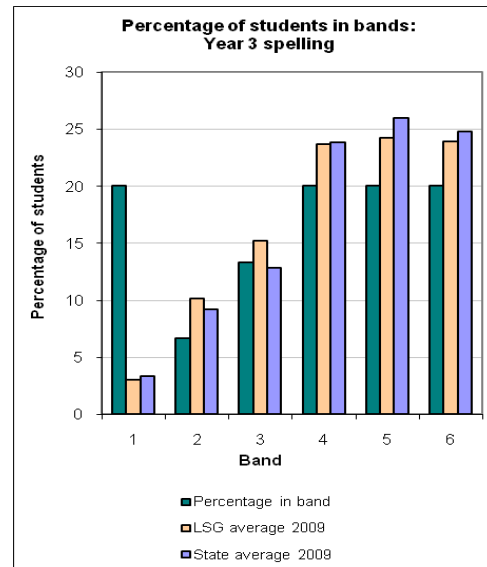
Areas for development in reading were locating information and identifying alternative titles and identifying commands.

In writing Year 3 was sound in most areas. A major strength was attempting to engage the reader. Areas for development were use of a complication, more ideas required and simple spelling words were missed.

### Year 3 NAPLAN - Reading

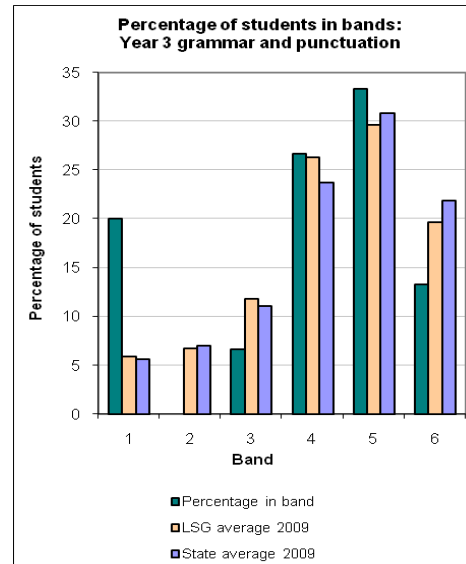
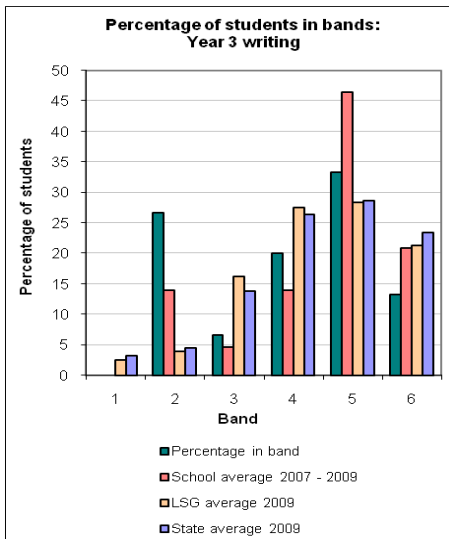


### Year 3 NAPLAN – Spelling



### Year 3 NAPLAN – Grammar an Punctuation

### Year 3 NAPLAN – Writing

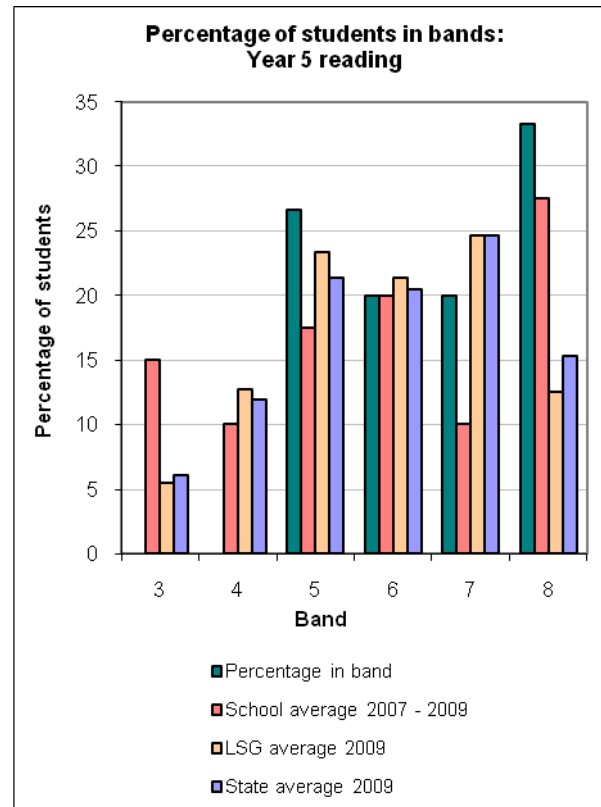
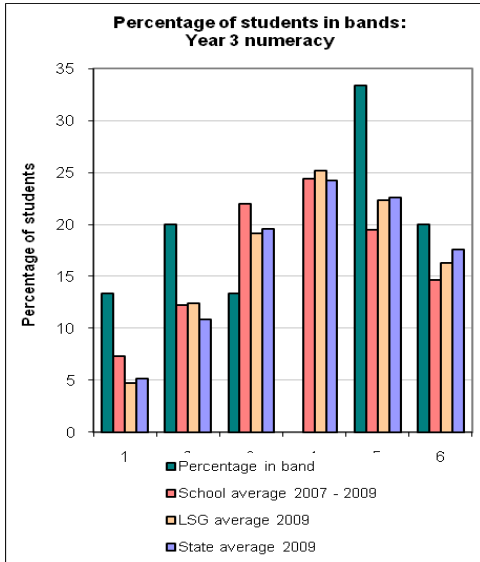


### Numeracy – NAPLAN Year 3

In Year 3, 15 students participated in NAPLAN Testing in Numeracy.

- 53% of our students were in bands 5 or 6.
- The mean score for our students was 377.1 compared to 406.0 in the state.
- Strengths were shown in questions dealing with, data, chance, division, and aspects of 3D shapes.

- Areas for development were identified as, number patterns, tally marks, position, naming prisms, and chance.
- Overall results were similar in Measurement and Data & Space and Geometry as in Number, Patterns and Algebra.



### Literacy – NAPLAN Year 5

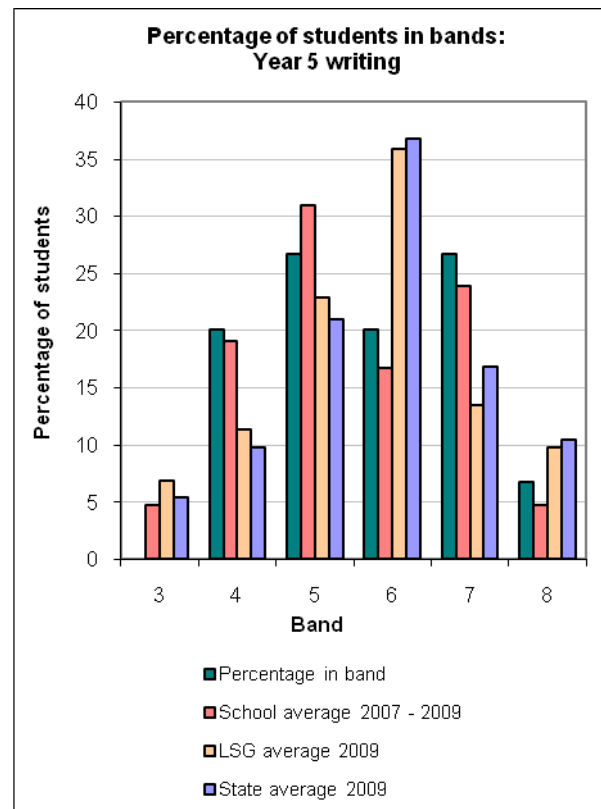
In Year 5, fifteen students sat for NAPLAN Testing in literacy, consisting of writing, reading, spelling and grammar and punctuation.

- 73% of our students were in bands 6, 7 or 8 in overall literacy as compared to 64% for the state.
- 53% of our students were in bands 7 or 8, in reading as compared to 40% for the state.
- In spelling 87% of our students were in bands 6, 7 or 8 as compared to 64% in the state.
- In writing 34% of our students were in bands 7 or 8 as compared to 27% for the state.
- In grammar and punctuation 87% of our students were in bands 6, 7 or 8 as compared to 68% for the state.

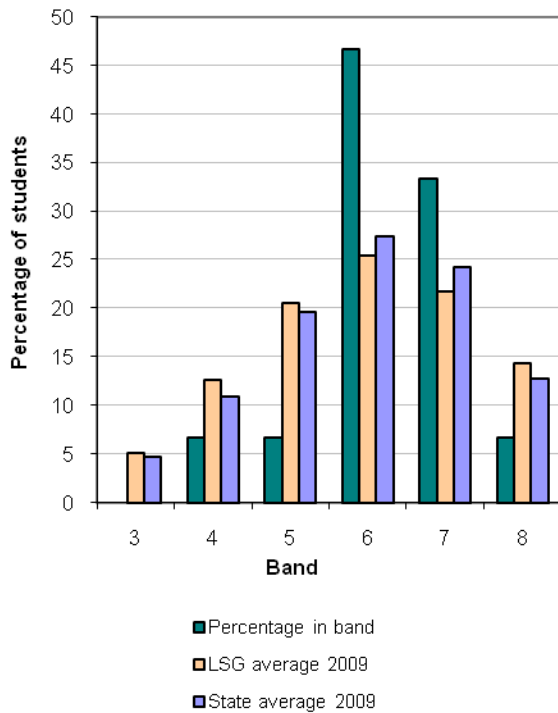
Analysis of results in reading show: strengths in locating and connecting information, identifying sequences and the main idea and making inferences.

An area for development in reading was identifying the narrator's beliefs.

Other areas for development were aspects of spelling and tense and verb agreement.



**Percentage of students in bands:  
Year 5 spelling**

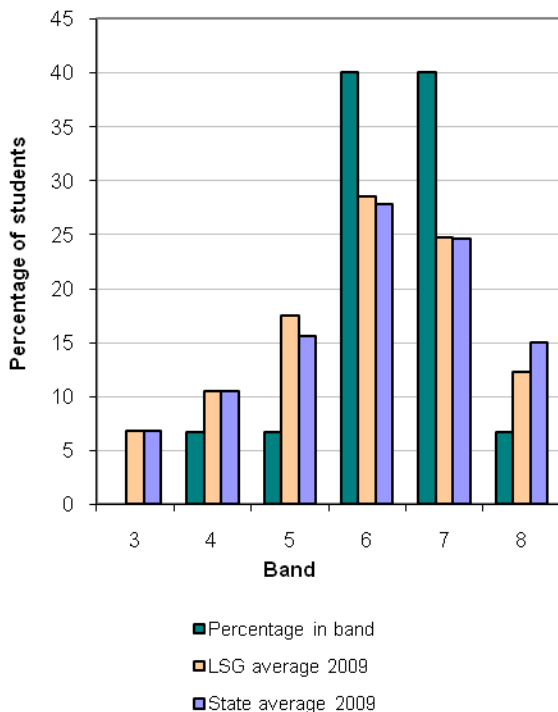


## Numeracy – NAPLAN Year 5

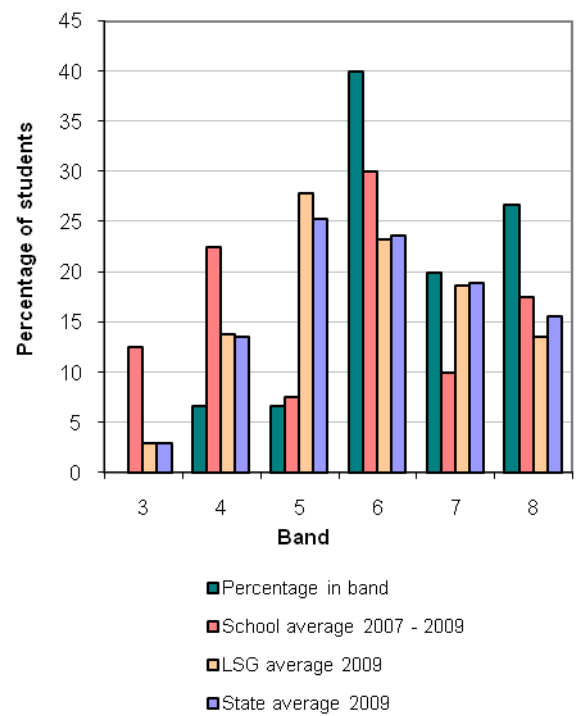
In Year 5, 15 students participated in the Numeracy section of NAPLAN Test.

- 87% of our students were in bands 4, 5 or 6.
- The mean score for our students was 527.3 as compared 502.8 for the state.
- Strengths were shown in questions dealing with chance, data, nets, division, fractions and decimals and length.
- Areas for development were identified as position and subtraction of fractions.

**Percentage of students in bands:  
Year 5 grammar and punctuation**



**Percentage of students in bands:  
Year 5 numeracy**



## 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 over page.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

Percentage of Year 3 students achieving at and above minimum standard	
Reading	80
Writing	100
Spelling	80
Punctuation and grammar	80
Numeracy	87

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

Percentage of Year 5 students achieving at and above minimum standard	
Reading	100
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

**Significant programs and initiatives**

**Aboriginal education**

Outcomes of programs are intended to educate students about Aboriginal heritage, culture and current Aboriginal Australia. An Aboriginal perspective is applied when Australian history is studied by students with a view that all students develop an informed understanding of Australia's indigenous people, their culture, and of course the importance of the reconciliation process.

Students K-6 attended a performance, "Island Dreaming" performed by "Napatali Geia," from Torres Straight Islands. This entertaining and practical display included singing, play dances, explanation of foods, musical instruments, costumes, stories and ancient myths, religion and ceremonies. The knowledge, history, cultural knowledge, dance and stories, engaged the students who were enthralled and captivated by their introduction to an ancient world.

Personalised learning plans have been put in place in consultation with parents for Indigenous students to ensure progression is tracked and monitored.

**Multicultural education**

Outcomes of programs are intended to develop the knowledge, skills and attitudes required for a culturally diverse society and to promote understanding and tolerance. Students have learnt about the culture and customs of other cultures through themes and perspectives across the K-6 curriculum.

**Respect and responsibility**

A common set of core values established in 2007, reinforced in 2008, were maintained and constantly displayed and acted upon during 2009. The school's strong peer support program incorporated these key values. Emphasis in 2009 was placed on Cooperation and Integrity. The development of further plans and actions are ongoing.

**Local Management Group (LMG) 6M**

LMG 6M is comprised of Maitland High School (MHS) and its eight partner primary schools; Bolwarra Public School, Hinton Public School, Iona Public School, Largs Public School, Metford Public School, Morpeth Public School, Mount Kanwarly Public School and Tenambit Public School. This group meets after school hours at least once per term with representation from the respective principals, the School Education Director (SED), District Student Welfare Officer, District Guidance Officer, executive member of the Support Teacher Behaviour Team and any other relevant personnel pertinent to the agenda.

One of the major responsibilities of the LMG is decision making in the equitable distribution of LMG funds and personnel to support various curriculum, cultural, welfare and transition programs to all of its schools.

Whilst each school frequently chooses to utilise some of these funds for their own individual school targets, the majority of funds are usually spent on group initiatives/programs.

Some of the successful group programs that have occurred in 2009 are:

Term 1 - School based information sessions, run by high school leaders, to inform Stage 3 students and their parents of the High School and its transition program.

- Year 6 Gymnastic sessions at MHS.

Term 2 - Year 5 Science Workshops.

Term 3 - Year 5 Art/ Music/ Drama sessions.

Term 4 - Year 6 orientation visits to MHS.

In Term 3, a joint Drug Education Forum involving a variety of workshops at MHS was conducted.

Year 6 students from all schools participated alongside a selection of Year 11 students who were trained as group facilitators, under the guidance of Mr Peter Henson, PD/H/PE Faculty MHS

## Progress on 2009 targets

### Target 1

**80% of Year 3 students achieve at or above minimum standards in reading and 70% achieve at proficiency standard.**

Our achievements include:

- All staff participated in professional training in the Quality Teaching Framework, focusing on Inferential Comprehension.
- Class teaching programs reflected the use of appropriate teaching strategies. Daily passage reading in each classroom was instigated.
- 40% of year 3 and 53% of year 5 students were in the top two bands in NAPLAN testing in reading. 73% of year 3 and 100% of year 5 students were at or above minimum standards in reading.
- 40% of K-2 students met the regional targets for reading.
- In NAPLAN reading, 50% of matched students improved by two skill bands and 30% by one skill band.
- 92% of parents responding to a survey indicated satisfaction with the home reading program.

### Target 2

**NAPLAN numeracy results for Year 3 will show 80% of students at or above minimum standards and 70% achieving at proficiency level.**

Our achievements include:

- 53% of our year 3 students were placed in the top bands of 5 or 6 in NAPLAN numeracy testing.
- 87% of year 5 students were placed in the top bands of 6, 7 or 8.
- 50% of matched year 5 students improved by one skill band and 50% by two skill bands from year 3 to year 5.

- A survey showed that 100% of parents were satisfied in their assessment of a parent workshop in mathematics conducted by teachers.

### Target 3

**Increased student and parent satisfaction regarding opportunities and engagement with school as evidenced by survey participation and responses focused on Environment, Leadership and Creative Arts.**

Our achievements include:

- Senior students participated in peer support activities, with senior students guiding their younger peers.
- Our school leaders attended young leaders' day in Sydney, led Hinton school parliament and with fellow small schools participated in debating workshops and debates.
- An Environmental group was established, and led by both a teacher coordinating school activities and a parent who managed our vegetable garden. A parent assisted children in the WaterWatch program.
- Creative Arts Program established and functioning using community support, especially in Starstruck, craft and art.



### 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 2009 our school carried out evaluations in Management and Human Society and its Environment.

## **Educational and management practice**

### **Management**

#### **Background**

To look more closely at our endeavours in improving management, parents, teachers and students were asked to complete a questionnaire. The School Map Survey instrument was used to gather information on best practice statements about management. Students from Years 3 to 6 and all teachers were surveyed. All parents were also given the opportunity to complete the survey. Over 65% of parents responded.

#### **Findings and conclusions.**

The results of the survey were very positive and confirmed the school is continually looking to improve its performance and that the staff is valued and supported.

53% of students and 78% of parents believe that the school always cares about the students and that discipline is fair.

75% of parents and 63% of students believe the school makes regular changes to its programs, both of a minor and major manner to improve its performance.

85% of parents and 80% of students believe the school meets the needs of all students and that the school is well organised.

Staff surveys were extremely positive in all areas questioned and highly supportive of the school's management practices.

#### **Future directions**

The school will continue to monitor its management practices. Current practices of regular appropriate changes to programs, measuring the success of programs, ensuring educational needs of all students are met, providing training for staff and allocating funding to adequately manage programs, will be maintained.

Above all the school will aim to be well organised and communicate effectively with the school community.

## **Curriculum**

### **Human Society and its Environment**

#### **Background**

The evaluation of Human Society and its Environment (HSIE), was undertaken in order to assist whole school planning and to refine school practice in this area. All teachers, parents and students from Years 3 to 6 were invited to complete a short questionnaire.

#### **Findings and conclusions**

Students indicated they enjoyed learning about people, themselves and heritage and environmental issues. 26% of students only, enjoyed participating in the planning process and 41% enjoyed learning about global issues.

77% of parent surveys indicated they believed HSIE to be an important subject. 96% agreed or mostly agreed that their child had developed new skills, knowledge, values and attitudes from HSIE and that their child enjoyed learning about current and global issues.

Staff responses agreed or mostly agreed that they used a variety of strategies and a range of technologies in their classroom and that students were developing skills in technology, enjoyed participating in HSIE, had improved their skills to acquire information and were generally working towards achieving stage outcomes.

#### **Future directions**

A greater emphasis needs to be placed on allowing students to participate in the planning process, to ensure greater interest and involvement. Parents and staff are to be encouraged to discuss HSIE in greater depth with their child to ensure relevance and understanding.

Staff is to continue to focus on a variety of strategies and technology to engage students and ensure outcomes are achieved.

## Other evaluations

### Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A detailed survey of satisfaction with the operation of Hinton PS was issued to parents, staff and students. The survey examined school facilities, communication student welfare, special events, regular activities and home reading.

Staff responses were similar in most regards and were positive in almost all areas. Staff expressed a desire to improve the school website, and material provided for home reading. In regards to school facilities, communication, student welfare and regular activities, staff was satisfied with current practices.

Student responses were especially positive in the availability of technology, playground facilities and Kindergarten orientation. They were positive in regard to treat day and the sunsafe policy. Students were especially proud of Anzac day participation, leadership day, excursions and participating in the Stockland Star competition. Equally, students were enthusiastic about the athletic carnival and cross country event. Students suggested that more attention needed to be paid to the vegetable garden, that there should be more access to computers and that more teams should represent the school.

Senior student responses indicated that support for the school was strong especially through sport representation and special events such as ANZAC Day. Having a voice through school parliament was considered an advantage.

Responses from the great majority of parents indicated an overwhelmingly positive and constructive partnership between school and the community. 90% agreed or mostly agreed that they were satisfied with the operation of Hinton School with special events, regular activities, school facilities, communication, home reading and student welfare.

Areas suggested for improvement were the school website and the provision of extra support staff.



### Professional learning

The school's major emphasis for professional learning in 2009 focused on supporting our annual school targets and Department of Education and Training priorities.

During the year, staff attended a variety of training and development activities.

Staff development days were used for whole school planning (e.g. daily PE program), policy review, upgrading emergency care and CPR skills. Other areas were web design, mathematics (focusing on software sites and applications), smartboard training, mental computation, anaphylaxis training, child protection, inferential comprehension, quality teaching (refresher) and working with other staff of local small schools.

All professional learning funds were linked to departmental and school priorities included in the 2009 - 2011 school plan and spent in terms of audit requirements.



## School development 2009 – 2011

The school plan 2009-11 was developed by staff in conjunction with feedback and discussion from the community. It was based on recognised needs of the school, testing data and the Department of Education and Training priorities.

### Targets for 2010

The following targets will be the major focus of our 2010 School Management Plan.

#### Target 1

##### ***To improve Writing outcomes for all students***

Strategies to achieve this target include:

- Staff participation in professional training.
- Staff meetings involving discussion around class based techniques, metalanguage and consistent teacher judgement.
- Introduction of a class writing competition.
- Use of a Support Teacher for Learning Assistance for children in need.
- Working with Maitland High School to strengthen the area of Writing in the middle years of schooling.

Our success will be measured by:

- 75% of students in Year 3 achieving at or above minimum standards and 20% achieving at proficiency.
- 90% of students in Year 5 achieving at or above minimum standards and 25% achieving at proficiency.
- Student growth from Year 3 to 5 at or above national growth.

#### Target 2

##### ***To improve Numeracy outcomes for all students***

Strategies to achieve this target include:

- Staff participation in professional training.
- Staff development in the use of computer programs and smartboards to complement and enhance learning outcomes.
- Focus on mental and problem solving strategies.
- Purchase of appropriate resources and materials as needed.

- Parent workshop to support parents and provide strategies for working mathematically at home.

Our success will be measured by:

- 75% of students in Year 3 achieving at or above minimum standards and 25% achieving at proficiency.
- 90% of students in Year 5 achieving at or above minimum standards and 30% achieving at proficiency.
- Student growth from Year 3 to 5 at or above national growth.
- Parent survey indicates 80% satisfaction with workshop on how to help at home with numeracy.

#### Target 3

##### ***Increased student and parent satisfaction regarding opportunities and engagement with school as evidenced by survey participation and responses focused on academic, gifted and talented and sport***

Strategies to achieve this target include:

- Programs developed and offered in gifted and talented.
- Encouragement of student participation in external competitions including; art, computers, writing, debating, computers, mathematics and literacy.
- Opportunities provided to participate in a variety of sports including; PSSA, Small Schools competition, gala days sport clinics and the Active After Schools Program.

Our success will be measured by:

- Students participating in gifted and talented programs, including computers and debating.
- Students participating in the school writing competition, university competitions, debating and using technology to enhance their presentation of material.
- Students participating in teams and a variety of sports both at school and in competition with other schools.
- Maintain a student attendance rate at or above state and regional.

## 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.

Kim Lantry: P and C President

Gail Burns: Teacher

Elizabeth Drayton: Teacher

Helen Bortfeld: Teacher

Sue Jordan: Senior Administration Manager

Ken Sharkey: Principal



## School contact information

Hinton Public School

Paterson Street, Hinton NSW 2321

Telephone 49305266

Fax 49305502

Email [hinton-p.school@det.nsw.edu.au](mailto:hinton-p.school@det.nsw.edu.au)

School Code 2167

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:

<http://www.schools.nsw.edu.au/asr>



