



Annual Report 2005

HINTON PUBLIC SCHOOL

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Principal's message

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

We are committed to providing a quality education for all, through a variety of programs and experiences.

Parent and community participation is a prime focus area and a significant strength of the school. There is a large group of volunteers whose willing assistance greatly enhances the educational opportunities available to our students.

2005 has been a most successful year with students experiencing growth and success in academic, cultural, and sporting areas. The provision of a stimulating learning environment, combined with modern technology and enthusiastic staff, contribute to the setting for all students to achieve to the best of their ability.

I certify that 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

Our achievements

The Arts

Self-expression through participation in the arts is valued and encouraged at Hinton Public School. Performance, publication and exhibitions in creative arts and practical arts are encouraged.

Highlights included:

- Brooke Sherring being selected to perform in Starstruck as a junior backing singer.
- Brooke Sherring winning and Breanna Murrell earning a highly commended, in Maitland City Council's "Australia Day Poetry Competition."
- Choir performances at Grandparents' Day, Education Week, Presentation Night, and at the combined Concert/Carols Night.
- Participation by students in the School Talent Quest and attendance at the performances "African Rhythm Drums" and "Jack and the Beanstalk".

Sport

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

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

- Alana Bellamy's selection in both the Hunter Region Netball and Basketball teams and Chloe Jordan in the Hunter Region Tennis Team.
- Three students selected to compete at the Regional Athletics Carnival and one at the Regional Swimming Carnival.
- Teams competing in the Primary Schools Sports Association competition in cricket, soccer, touch, and netball and touch football, rugby league and netball gala days.
- The school competed in gymnastics in the Lake Macquarie Games, finishing third in their division.
- Sixty students attended the Special Swimming School.

- Student participation in an outside agency organised gymnastics program during terms one and four.
- Student participation in swimming, cross country and athletic carnivals and in weekly organised games and physical education lessons.

General and specific school initiatives

- An increased number of students entered in the Australasian Schools Competitions. This resulted in: Science, two Credits: Computers, one Distinction and two Credits: English, Five Distinctions, three Credits and two Achievements: Mathematics, one Distinction, five Credits and one Achievement: Spelling, three Credits and one Achievement.
- Year 5 and Year 6 children competed in the Newcastle Permanent Hunter Mathematics Competition. This resulted in six Distinctions and nine Merit Certificates.
- Students were active in many environmental activities, including: tree planting day, clean up Australia and gardening.
- The school leaders were involved in several leadership activities including the School Leaders Day at the Sydney Super Dome.
- School Parliament met weekly, promoting several initiatives including: Library activities, lunchtime games, Disco, fruit days, formation of an Environmental Club and a fun page for the newsletter.
- School debating was strongly supported by students. A class debating competition assisted in developing skills.
- Holly Winchester was Highly Commended in the Multicultural Public Speaking Competition. Students also participated in the Maitland District Public Speaking Competition.
- The Peer Support Program operated successfully across the school resulting in improved school tone and less reliance on the school discipline yellow slip system.
- Various charities were supported including Stewart House, Deafness Foundation Trust, Heart Foundation and the Leukaemia Foundation. In addition money was raised for the Tsunami Appeal.
- Excursions were held incorporating class units: Years 5 and 6 visiting Canberra to study government: Years 2/3 and 3/4 visiting the

Wetlands to study wet and dry environments: Year2/3 visiting the Markets to study Who Will Buy, K/1/2 visiting Oakvale Farm to study farm Australian Animals and Year4/5 visiting the Blood Bank as part of a study on the Human Body.

- Students participated in the community based programs of Inter-Relate and The Royal Life Saving Society.
- Students participated in numerous class activities including a Science and Technology Challenge and Supernova at Newcastle Regional Museum. In supervised science research projects, conducted by Maitland High School, Hayley Ninness received a major award from Head Science Teacher Mrs Rothapfel.
- Parental help was a major feature in students from Years 4 to 6 producing an entry titled “The Hinton Voice” in the Newcastle Herald School Newspaper Competition.

Key evaluations

Educational and management practice

Teaching

Background

In 2005, Hinton PS selected the area of teaching for investigation. Quality teaching was a focus for professional discussion and learning throughout the year. The school map survey instrument was used to gather information on best practice statements about teaching. All teaching staff and primary students completed the questionnaire. Randomly selected parents were also asked to complete the questionnaire. 35% of all parents responded to the questionnaire.

Findings

- Students, staff and parents almost always agreed that the school provides a relevant curriculum and that classrooms are interesting places to learn new and different things.
- The majority of parent responses and 75% of student responses said classroom strategies maximise student learning.
- Parent and student responses indicated that the school sometimes or rarely keeps samples of students work to monitor improvement. However, teachers said that student progress

records are almost always used and maintained.

- Most teacher responses indicated that they do not believe that parents and students understand assessment strategies. However, 67% of students believe this is almost always or usually the case. Many parent responses indicated that their teacher did not talk to them about their child's learning.

Future Directions

Analysis of the information collected indicated that there were a number of areas for development that the school community could benefit from:

- A review of communication strategies used with parents will be undertaken to be sure that we have sufficient opportunities to share student learning.
- By clarifying the assessment strategies and work samples used by teachers, parents will have a deeper understanding and knowledge of student learning and progress.
- The school will further develop teachers' professional understanding of the quality teaching model by addressing the dimension of intellectual quality. The focus for professional discussion will centre on high expectations of student learning and developing deep knowledge and deep understanding by students.

Curriculum

Computers and Technology

Background

The school is looking at how computers and technology are used from Kindergarten to Year 6. A questionnaire was developed to learn what students, staff and parents value about their computer learning and the general use of technology within classrooms. All teachers and primary students were surveyed. Randomly selected parents were asked to complete the questionnaire and 35% of all parents responded to the survey.

Findings

- All teachers, students and parents agree that computer skills are important to learn at school and they are important skill for life.
- Staff, students and parents agree that student computer skills have improved with teaching programs conducted at school.

- Both parent and teacher responses indicated that there is insufficient reporting of student progress on computers, while student responses to this statement were mixed.

- Both students and parents responded positively to the statement relating to access and time spent on computers. Teacher responses disagreed with the statement and comments were directed at difficulties with the reliability of older computers and lack of confidence in teaching computer skills.

- Students and teachers responses indicated that lessons on the calculator were important but very few parents supported that technology skill.

- Responses to the type of technology skills that should be taught at school indicated that the majority of parents, teachers and students agree that keyboard skills, Internet use and publishing skills should be integral aspects of computer teaching and learning.

Future Directions

Analysis of the information collected indicated that there are a number of areas for development from which the school could benefit.

- The school will review computer time and access for all students and ensure that students have planned, programmed and assessed activities on computers.
- Training and development activities will be planned to ensure all staff have the skills to teach their students. The integration of computer technology into all Key Learning Areas will be an important aspect of the professional learning.

See target 3 page 6

- The development of a plan to include computers and technology materials to extend and enrich classroom programs for talented and gifted students will be undertaken.

Drug Education

The current drug education policy has been included as a component of the personal development program. Topics covered were:

- Stage One: Passive smoking, environment and health issues.
- Stage Two: Safe and unsafe medicines: Tobacco- effects upon the body.

- Stage Three: Consequence of alcohol use: defining legal and illegal drugs, harm minimisation and refusal skills.

The visiting Life Education van complements the school program.

Student Welfare

The Care and Supervision Policy was maintained in 2005. The yellow slip system remained the basis of practice within the school. Staff and the community are familiar with the scheme. The success of the scheme is reflected in:

- Less recorded issuing of yellow slips for unacceptable behaviour;
- Parent co-operation in dealing with issues resulting from yellow slips;
- The continued acknowledgement of students' positive behaviour through merit certificates at the weekly school assembly;
- The rewards received by students through the class stamp system; and
- The positive school climate, as acknowledged by parents, casual teachers and visitors to the school.

Student performance

Literacy

Basic Skills Test

This year, nineteen students in Year 3 and twenty-six in Year 5 participated in Basic Skills Tests (BST), in literacy. In Year 3, student progress was reported in Bands 1 to 5. In Year 5, progress was reported in Bands 1 to 6.

Our results compared to the state results were:

- In Year 3, 45% of our students were in the top two bands compared to 42% for the state.
- Year 3 results were slightly above the state average, (0.4%).
- In Year 3, 50% of our students were in the top two bands in writing compared to 41% for the state.
- In Year 5, 53% of our students were in the top two bands compared to 47% in the state.
- In Year 5, 42% of our students were in band 6 for reading compared to 29% for the state.
- Year 5 results were slightly below the state average, (0.4).

Results in different sections of the test

- Year 3 students performed similarly in both the reading and language sections of the test.
- In Year 3 there was little difference between reading and writing performance.
- Students did well in explaining, describing and sentence structure in writing. In language, verb agreement and use of conjunctions were sound. Identifying meaning, main idea and interpreting a diagram were strengths in reading.
- Overall, problems were identified in connecting pronoun and noun, making inferences, use of correct tense, plurals, punctuation and spelling.
- Year 5 performed similarly in both reading and language sections of the test.
- In Year 5 there was little difference between reading and writing performance.
- Strengths were identified in writing in use of paragraphs, explaining, describing and developing a complication. In reading sequencing, locating information, and linking image to text were sound.
- A number of areas of weakness were identified, including spelling, making an inference, predicting, identifying purpose, selecting pronouns, and use of the apostrophe.

See target 2 page 6

Progress over time

- Twenty-five of twenty-six students were matched from Year 3 to Year 5.
- The average growth recorded was 7.54 compared to 6.47 for the state.
- 80% of students showed growth equal to, or above one skill band.
- In writing, 68% of students showed growth above or equal to one skill band.

School Based Assessment

- Based on class testing and assessments, it was determined that 79% of kindergarten students, 73% of Year 1 students, 72% of Year 2 students, 63% of Year 3 students, 73% of Year 4 students, 82% of Year 5 students and 65% of Year 6 students met or exceeded expected outcomes in literacy.
- Benchmarking and testing of targeted children indicated pleasing growth in reading fluency and accuracy.

- Students targeted for intervention by the Support Teacher Learning Assistance (STLA), show gains in confidence, improved word attack skills and have improved from 2 to 8 levels.

Numeracy

Nineteen Year 3 students and twenty-six Year 5 students participated in the numeracy section of the BST. In Year 3, progress was reported in bands 1 to 5 and Year 5 progress was reported in bands 1 to 6.

Our results compared to the state were:

- In Year 3, 32% of our students were in Band 3 compared to 28% in the state.
- In Year 3, 37% of our students were in the top two bands compared to 45% for the state.
- Year 3 results were below the state average, (1.9).
- In Year 5, 46% of our students were in band four, compared to 26% in the state.
- In Year 5, 34% of our students were in the top two bands compared to 51% for the state.
- Year 5 results were below the state average, (1.5).
- See target 1 page 6

Results in different sections of the test

- In Year 3 and in Year 5 there was little or no difference between measurement, number or space.
- Year 3 students performed well in addition, time and position. Areas for review included fractions, multiplication, length, and 2D and 3D shapes.
- Year 5 students performed well in division and mass. Areas for review included fractions, subtraction, length, area and 3D shapes.

Progress over time

- Twenty-five of twenty-six Year 5 students were matched from Year 3.
- The average growth for these students was 6.51 compared to the state growth of 7.74.
- 53.8% of students showed growth of one skill band or more.
- 26.9% of students recorded minimal growth.

School Based Assessment

- 95% of Kindergarten students, 85% of Year 1 students, 61% of Year 2 students, 58% of Year 3 students, 54% of Year 4 students, 65% of

Year 5 students and 74% of Year 6 students met or exceeded expected outcomes in numeracy.

- Class assessments and evaluation indicate a need to continue the focus on working mathematically, problem solving and higher order thinking.
- Evaluations indicate a need to focus on measurement and shape, with a particular emphasis on length, area and 2D and 3D shapes.

Our targets

Progress on 2005 targets

Target 1. To strengthen student performance in numeracy.

Our achievements include:

- Staff focused on use of concrete material and hands on activities to teach concepts and to solve problems.
- All staff conducted a mathematics day involving parents and students working together.
- 80% of year 5 placed in bands 4, 5 or 6, and 74% of year 3 placed in bands 3, 4 or 5 in Numeracy in the Basic Skills Test.
- 76% of all students are working at or above Numeracy outcome levels.
- Our target of a 10% improvement in BST results was not achieved.

Target 2. To strengthen student performance in literacy.

Our achievements include:

- 80% of students in Kindergarten, Year 1 and Year 2 met school reading benchmarks.
- The Jolly Phonics program was trialled in Kindergarten, resulting in improved phonological knowledge.
- Solid growth in matched students in Year 5 BST literacy results, and sound results in Year 3 BST literacy.
- Spelling results for all students confirm accuracy growth throughout the year, however skills and strategies are not demonstrated in work samples. Basic Skills Testing has highlighted the need for further development in this area.
- See target 2 page 6

Target 3. To enhance the learning experiences of students through Quality Teaching.

Our achievements include:

- The development of a shared understanding by all teachers of the quality teaching model through professional discussion, workshops and support material review.
- Elements from the quality teaching dimension of Significance were targeted for action by all staff. 50% of staff incorporated higher order thinking strategies when planning and developing units of work.
- Engagement of students in learning was also targeted. Observations by teachers concluded that students were actively engaged during a planned unit of work. However extension activities need to be included to ensure all students are challenged.

Targets for 2006

Target 1. To improve the performance of all students in the measurement, space and geometry strand of mathematics.

Strategies to achieve this target include:

- Professional review of measurement, space and geometry strands of the syllabus and the development of a consistent approach to its teaching across the school.
- Reorganisation and replacement of resources for the measurement, space and geometry strands so that concrete materials are readily available.
- The development and sharing of strategies for teaching and assessing measurement, space and geometry in each stage.

Our success will be measured by:

- BST results in measurement and space approximate the state average.
- Regular school based assessment shows continual improvement in student skills in measurement, space and geometry.
- There is a 15% improvement in BST numeracy results.
- The use of concrete material in measurement, space and geometry is evident in teaching programs.

Target 2. To improve the spelling and punctuation skills used by all students when writing a variety of texts.

Strategies to achieve this target include:

- A review of spelling and punctuation teaching practices in each learning stage.
- The identification and implementation of quality teaching practices in spelling and punctuation.
- Professional learning activities for teachers to develop a variety of spelling and punctuation strategies.

Our success will be measured by:

- The teaching programs of all staff reflect the use of appropriate spelling and punctuation strategies to develop student skills.
- School based assessment shows a 15% growth by all students in spelling and punctuation.
- There will be fewer spelling and punctuation errors evident in the BST item analysis

Target 3. To improve student computer skills and use of technology from Kindergarten to Year 6.

Strategies to achieve this target include:

- The development and implementation of a co-ordinated whole school computer teaching and learning program.
- The development of a set of computer and technology expectations for each grade.
- Professional learning for all staff on the integration of technology across Key Learning Areas.
- Utilisation of learning programs that incorporate the use of computers to extend and challenge students.

Our success will be measured by:

- 90% of students in each stage meet grade expectations for computing skills.
- Students' work samples demonstrate computing competence.
- 15% more students are placed in bands 5 and 6 in Year 5 BST literacy.
- Units of work that integrate technology across KLA's are evident in teaching programs.

Our context

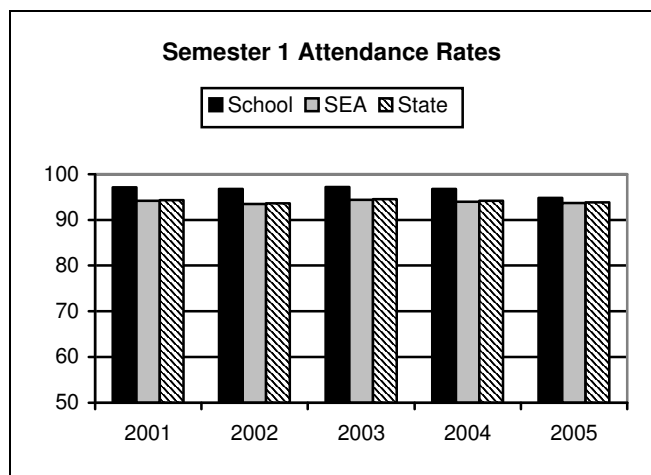
Enrolment profile

There were 142 students enrolled in November, consisting of 70 boys and 72 girls. Enrolments have remained steady. The mobility rate is low.

Enrolments as at November were:

K-19; 1- 15; 2-18; 3-19; 4-26; 5-26; 6-19.

Attendance profile



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 2005 class size audit conducted on Wednesday 30 March 2005.

Roll Class	Year	Total per Year	Total in Class
Mrs O'Neile	K	19	19
Mrs Drayton 1/2	1	14	
	2	6	20
Mrs Terenzini 2/3	2	11	
	3	10	21
Mr Robinson 3/4	3	9	
	4	19	28
Mrs Bortfeld 4/5	4	7	
	5	20	27
Mr Sharkey 5/6	5	6	
	6	20	26

Parent and caregiver involvement and participation

The school enjoys an exceptionally high level of support from parents and community members. A particularly successful fete raised approximately \$7000 in a well organised, fun filled and well patronised day. Parental assistance occurs in many class programs including reading, excursions, sport, mathematics and cultural activities

A high participation rate amongst members at meetings, fundraisers and special days such as, Father's Day and Mother's Day stalls, Easter and Christmas events and working bees has led to:

- The provision of new reading resources valued at \$3000, (for home reading in K-2), and the provision of funds for book prizes, craft and classroom resources.
- Two classrooms air conditioned at a cost of \$5650
- Ground improvements for a safer playground at a cost of \$1000.
- The P&C running a successful and healthy canteen using only volunteers and regularly updating equipment, and;
- The P&C has successfully applied to the Federal Government for a grant of \$39200 to provide walkway covers, a new shade area and to further improve grounds safety.



Financial statement summary

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

Date of financial summary:	30/11/2005
Income	\$
Balance brought forward	50 472.11
Global funds	73 857.11
Tied funds	12 623.48
School & community sources	42 381.30
Interest	2 643.14
Trust receipts	11 823.05
Canteen	0.00
<i>Total income</i>	<u>193 800.19</u>
Expenditure	
Teaching & learning	
Key learning areas	17 266.21
Excursions	14 824.15
Extracurricular dissections	12 572.15
Library	1 753.82
Training & development	0.00
Tied funds	15 389.53
Casual relief teachers	16 463.90
Administration & office	22 532.30
School-operated canteen	0.00
Utilities	13 597.88
Maintenance	13 215.95
Trust accounts	9 503.93
Capital programs	7 372.86
<i>Total expenditure</i>	<u>144 492.68</u>
Balance carried forward	<u><u>49 307.51</u></u>

A full copy of the school's 2005 financial statement is tabled at the annual general meetings of the school P & C. Further details concerning the statement can be obtained by contacting the school.

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 has determined targets for the school's future development.

Members of the school self-evaluation committee included:

Sue Jordan - Senior Administrative Manager
 Sue Terenzini - Teacher
 Helen Bortfeld - Teacher
 John Robinson - Teacher
 Elizabeth Drayton - Teacher
 Di Tomlins - Assistant Principal
 Vicky Bellamy - P&C
 Ken Sharkey - Principal

The school education area chief education officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Ken Follett
Chief Education Officer
Maitland

The school education director has endorsed the targets contained in this report, which will be used to facilitate area planning and allocation of area resources.

Bill Low
School Education Director
Maitland

