

2010 Annual School Report Hinton Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

At the commencement of 2010 there were ninety nine students enrolled, consisting of 42 boys and 57 girls. By November 105 students attended. Daily attendance at school was 96.4% as compared to 93.9% for the Region and 94.4% for the State. In 2010 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 was responsible for Release from Face to Face teaching, Learning Assistance, Librarian and a Part Time component. Non teaching staff included one School Administrative Manager, a part time School Administrative Officer, and a part time General Assistant.

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 2010. These included: Student Welfare, Peer Support, Student Leadership (including School Parliament), Public Speaking, Debating, Daily P.E., Dancing, Small Schools' Interaction, Kindergarten Orientation and Debating. A focus on combined activities with fellow small schools was continued in 2010.

Student achievement in 2010

Literacy – NAPLAN Year 3

Our students' achievements were above state average in reading and spelling and below the state mean in writing and grammar and punctuation. In writing Year 3's mean was 414.4 as compared to the state mean of 422.6. In reading Year 3's averaged 425.7 compared to 414.3 for the state. Students in the top bands of 4, 5 and 6 were 92% in reading, 69% in writing, 77% in spelling and 77% in grammar and punctuation.

Numeracy – NAPLAN Year 3

Our students' mean in numeracy was 370.2 as compared to the state average of 396.1. 31% of our students were in the top bands of 4, 5 and 6. No students were below the minimum standards.

Literacy – NAPLAN Year 5

Our mean in all aspects of literacy, (writing, reading, spelling and grammar and punctuation), was above the state average. Students in the top bands of 6, 7 or 8 included 63% in reading, 69% in spelling 88% in writing and 69% in punctuation and grammar. No students were below the minimum standards.

Numeracy – NAPLAN Year 5

Most students matched from Year 3 to Year 5 (75%), improved by one skill band or more. Our mean in numeracy of 498.8 was slightly below the state average of 499.5. 56% of students were in the top bands of 6, 7 or 8. No students were below the minimum standards.

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.

Through the Building Education Revolution (BER), a new classroom and special programs room have been completed and utilised for drama, dance and writing programs. The extra space will cater for anticipated future expansion in student numbers.

The connected classroom program provided a smartboard. The BER program included a smartboard in the special programs room and the P and C provided funds for a classroom smartboard, meaning all classrooms are now equipped with smartboards. Our P and C has been efficient in raising and providing funds for school improvement in both material and providing opportunity for students and their achievements.

Winning the small schools debating competition and three of four categories of the public speaking competition were highlights. The years four, five and six

excursion to Sydney 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

Once again the P&C has experienced a wonderful year here at the school-one that has seen many projects completed and one that has seen funds raised for many more to start.

This year, the P&C has worked with the school to raise \$8300. This has been achieved with fundraising events such as mothers' and fathers' day stalls, two successful pie drives, shopping bus trip, cake stalls on election day, fun meal deal days through the canteen, catering of the school sporting events, the calendars that the students recently completed, McDonald's family fun night and the very successful Coles sports equipment drive which will see new sport equipment come into the school.

Now we understand it is one thing to say how much we raised but as a member of our school community, it is also important for you to know where those dollars were spent. This year it went towards a number of projects including buying new exciting reading material (yellow box) for class 1 / 2, subsidising supervision costs for our talented starstruck performers and for the first time ever ALL students were able to attend our major excursion for our senior years as the P&C subsidised the cost.

Our Kindy class of 2011 will also have a classroom full of new toys and equipment for next year with funds from the P&C. Part of the P&C is also the school canteen. It is something children look forward to; it is a welcome option for busy parents and an important money raiser for our school. It has contributed immensely to the funds raised throughout the year.

We understand that while the P&C may be the force behind running these events, they can only be successful when backed by strong and tireless support and involvement of our families and friends. As president, I would like to say thank you to everyone for your ongoing support, including our teachers and administration staff.

Kaylene Kennerson P&C President

Student representative's message

2010 has been a great year for Hinton Public School as we have participated in many events to make this year more enjoyable and we hope next year will be as enjoyable. Our sporting events are still running, like the cross country and sports carnival. After school communities are still running and more people are deciding to go.

The year 6 students participated in a Young Leaders Day forum and the four leaders went to various services such as Remembrance Day and ANZAC Day. We have also had many competitions such as University competitions and newspaper writing competition. The students should be proud of their achievements.

We have many fun excursions such as the trip to Sydney and various other ones. We have had many successes in school parliament and without parliament we would not have had fundraisers for the RSPCA or Samaritans, bought a new fish pond or even had the talent quest and disco. We also came first in the Stockland Star competition and received \$3000 which will be spent on the new computer lab.

This year has definitely been a successful year for Hinton Public school.

Georgia Lantry and Jack Lewis 2010 school captains

School context

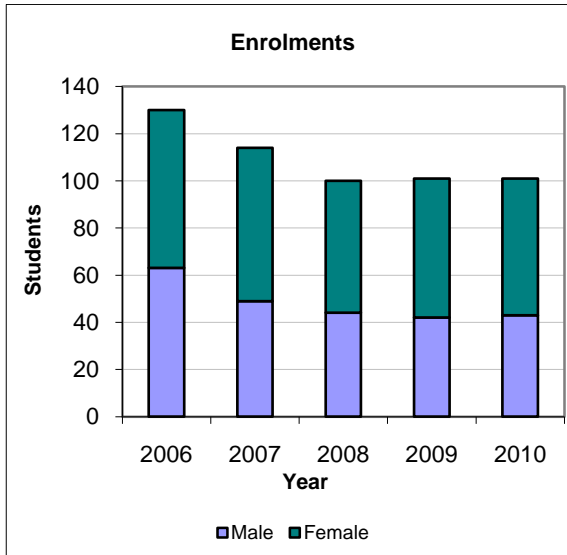
Student information

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

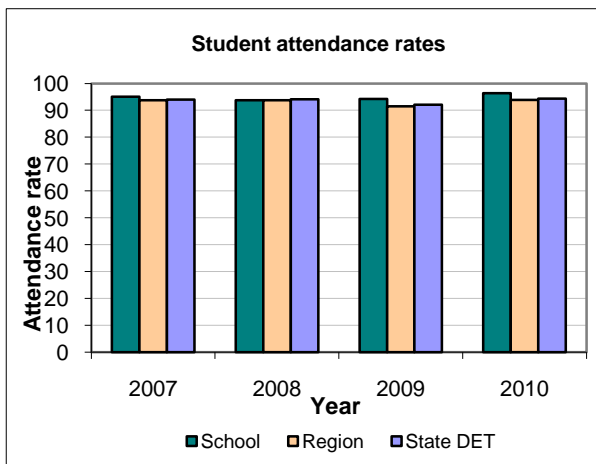
Student enrolment profile

Student Enrolment

	2006	2007	2008	2009	2010
Male	63	49	44	42	43
Female	67	65	56	59	58



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 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

Roll Class	Year	Total per Year	Total in Class
K-1	K	13	19
K-1	1	6	19
1-2B	1	9	25
1-2B	2	16	25
5-6S	5	16	28
5-6S	6	12	28
3-4B	3	13	27
3-4B	4	14	27

All classes at Hinton School conformed to the recommended requirements with the exception of 1-2 class which grew late in the year due to the pattern of enrolments.

Staff information

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

Four permanent teacher positions were allocated in 2010. This included a teaching principal and three classroom teachers. In addition one specialist support teacher assisted. All class teachers were experienced. The support teacher (a new scheme 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, one part time Senior Administrative Officer, one Teacher's Aide (Special) as required and a General Assistant for one day per week. There are no indigenous members of staff.

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	0
Classroom Teachers	3
Teacher RFF	0.168
Part-time teacher	0.168
Support Teacher Learning Assistance	0.2
Teacher Librarian	0.2
Counsellor	
School Administrative & Support Staff	1.4
Total	6.136

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous staff members.

Staff retention

Teaching staff remained the same. A part time senior administration officer returned from extended leave.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0



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:	30/11/2010
Income	\$
Balance brought forward	51 200.33
Global funds	77 975.69
Tied funds	28 769.94
School & community sources	49 349.92
Interest	2 394.13
Trust receipts	9 092.35
Canteen	0.00
Total income	218 782.36
Expenditure	
Teaching & learning	
Key learning areas	11 644.16
Excursions	16 127.63
Extracurricular dissections	17 609.02
Library	2 449.47
Training & development	4 027.72
Tied funds	26 967.76
Casual relief teachers	15 712.88
Administration & office	33 602.74
School-operated canteen	0.00
Utilities	18 297.44
Maintenance	10 427.93
Trust accounts	9 170.61
Capital programs	0.00
Total expenditure	166 037.36
Balance carried forward	52 745.00

A full copy of the school's 2010 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 2010

Achievements

Arts

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

Highlights included:

- Hinton Dance Group, trained by Mrs Woodward and Mrs Bortfeld, performing at Starstruck.
- Students performing in the school talent quest.
- Weekly guitar lessons conducted by Mrs Eagar.
- Lunchtime art with parent and artist Mr Vowles.
- Hinton school senior and junior choir's performance in the Maitland Music Festival.

Sport

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

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

- Student selection in zone team in each of cricket, athletics and cross country.
- Teams participating in PSSA knockouts in netball, soccer and touch football, in an Oz Tag gala day, a netball gala day and in the small schools' soccer and hockey PSSA competition.
- Students participating in the special Swimming Scheme.
- Students participating in swimming, cross country, athletics carnivals, soccer and basketball clinics 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, 1 Distinction and 2 Credits; English, 2 Credits and 1 Distinction; Mathematics, 5 Credits; Writing, 1 Credit and 1 High Distinction.
- Year 5 and Year 6 students competed in the Newcastle Permanent Mathematics Competition. This resulted in 11 Distinctions and 12 Merits.
- Students K to 6 participated in a school spelling competition and a school writing competition.
- Students were active in many environmental activities, including Clean up Australia Day and Water Watch. The Environmental club was active through work in the school gardens and the 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 and a public speaking program were highlighted by the combined small schools' debating competition and public speaking competition. Hinton School won the debating and three of the four categories in public speaking.
- 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 Leukemia Foundation through Shave for a Cure. Student initiated support of the RSPCA and the Samaritans provided needed assistance.
- Excursions were held supporting class units: Years 4, 5 and 6 visited Sydney in their study of Early Settlement of Australia. Years K-3 visited Oakvale Farm in their study of Growth and Change. Year 3 joined with local small schools for an Aboriginal study day at Iona School.
- Mrs Baird and Ms Tubb were key drivers of "The Hinton Voice", in the Newcastle Herald School Newspaper Competition. Caitlyn Baird won the best Editorial.
- 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 a new classroom and special purpose room under the Building Education Revolution (BER), federal government program.
- 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 these assessments.

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

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

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

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

Literacy – NAPLAN Year 3

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

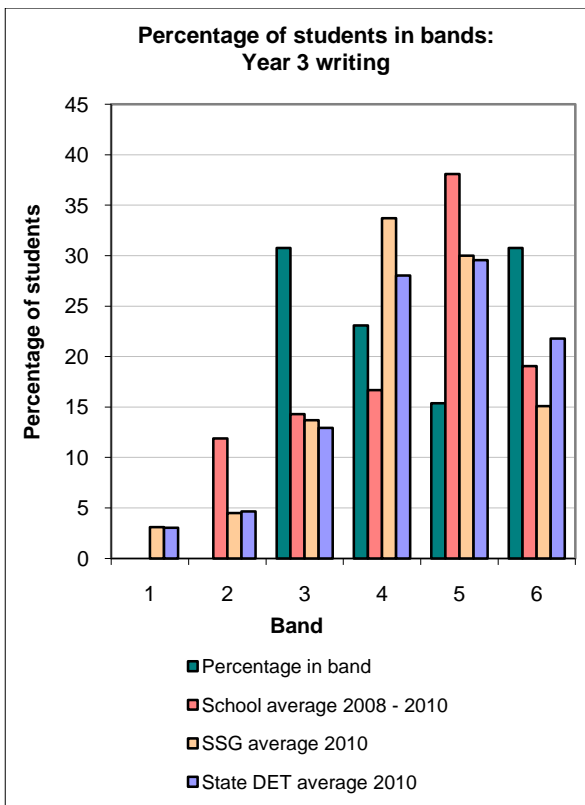
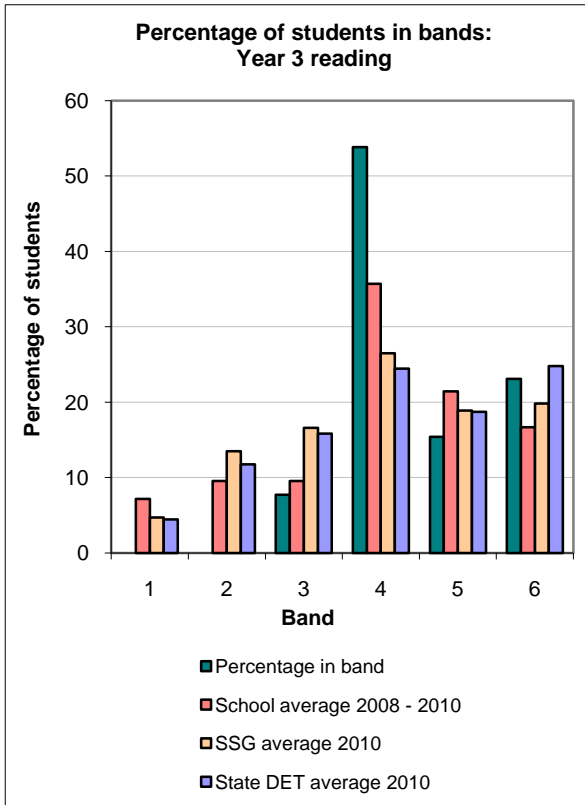
- 92.4% of our students were in bands 4, 5 or 6 in reading as compared to 73.8% for the state.
- In spelling 38.5% of our students were in the top bands of 5 or 6 as compared to 31% in the state.
- In writing 46.2% of our students were in bands 5 or 6 as compared to 57.2% for the state.
- In grammar and punctuation 77% of our students were in bands 4, 5 or 6 as compared to 69% for the state.

Analysis of results in reading show strengths in linking information, inferring character's actions, intentions and motivation, making generalisations and identifying a conditional statement.

Areas for development in reading were identifying opinion and point of view, recognising purpose and rhetorical questions, and interpreting character's motivation and actions.

In writing Year 3 was sound in most areas. Areas for development were elaboration of ideas, paragraphing, accurate sentences,

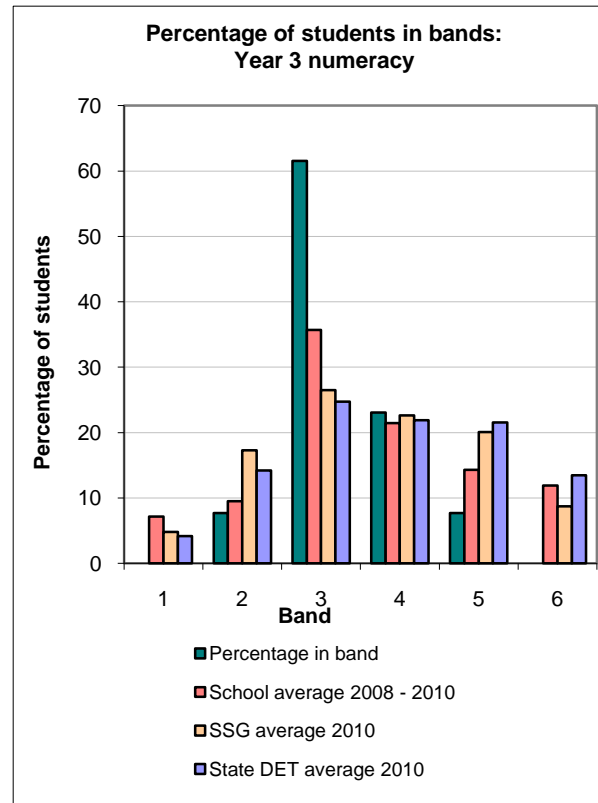
punctuation and developing characters and setting.



Numeracy – NAPLAN Year 3

In Year 3, 13 students participated in NAPLAN Testing in Numeracy.

- 30.8% of our students were in bands 4, 5 or 6. 61.5% were in band 3.
- The mean score for our students was 370.2 compared to 396.1 in the state.
- Strengths were shown in questions dealing with, 3D shapes, subtraction of single digit numbers, position in following directions on a grid and addition of money (coins).
- Areas for development were identified as, 2D shapes, chance, addition of two digit numbers, time (analog clock, calendar and timetable), division, area, and volume.
- Overall results were similar in Measurement and Data & Space and Geometry as in Number, Patterns and Algebra.



Literacy – NAPLAN Year 5

In Year 5, sixteen students sat for NAPLAN Testing in literacy, consisting of writing,

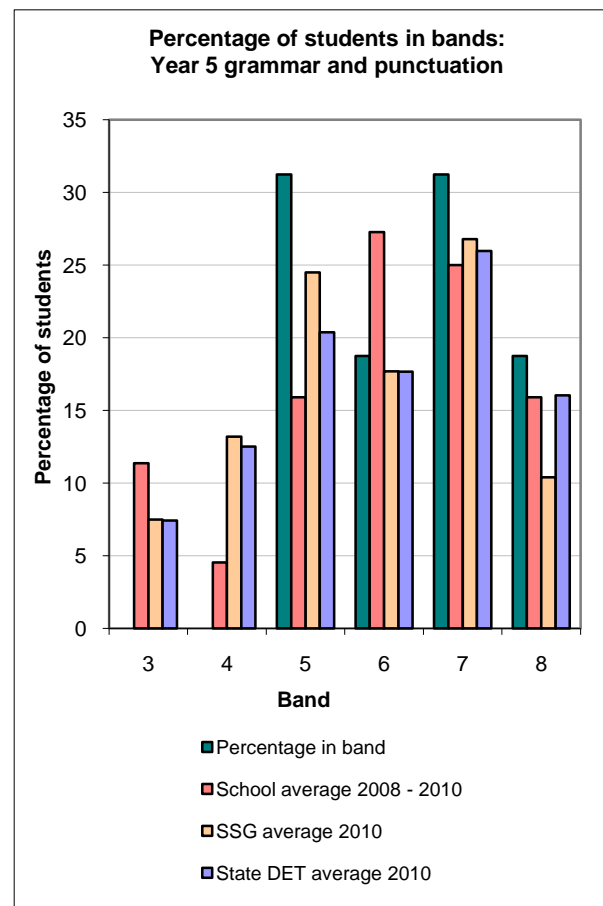
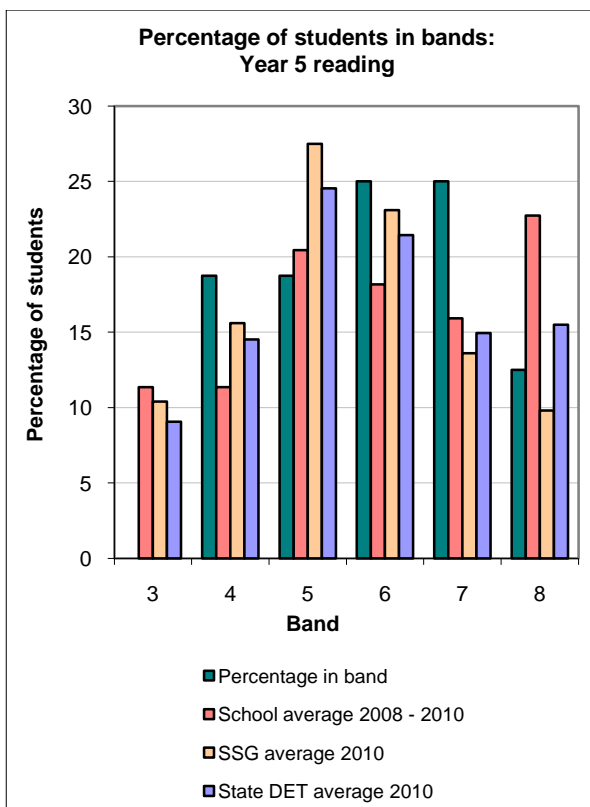
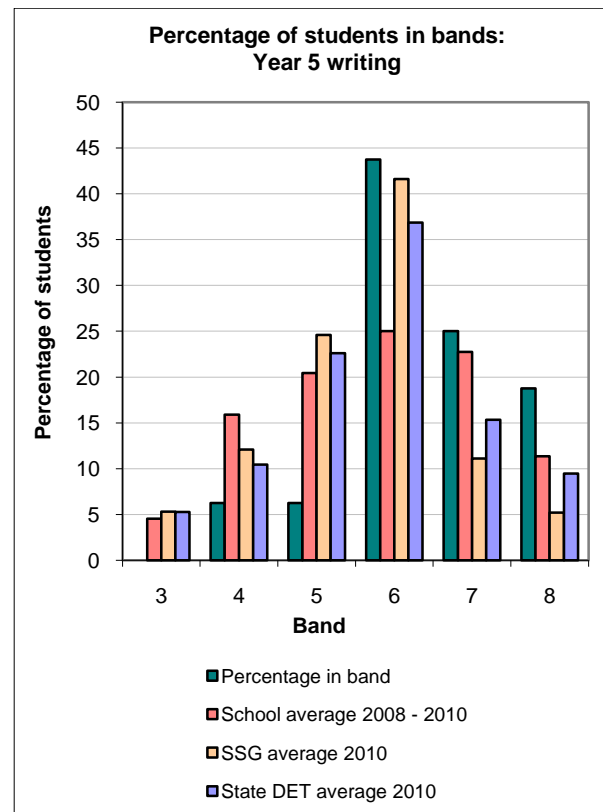
reading, spelling and grammar and punctuation.

- 62.5% of our students were in bands 6, 7 or 8, in reading as compared to 56.8% for the state.
- In spelling 68.9% of our students were in bands 6, 7 or 8 as compared to 63.7% in the state.
- In writing 87.6% of our students were in bands 6, 7 or 8 as compared to 59.1% for the state.
- In grammar and punctuation 50.1% of our students were in bands 7 or 8 as compared to 40.9% for the state.

Analysis of results in reading show strengths in using background knowledge, making inferences, linking information, identifying the reasons for a character’s action, generalizing about a character, identifying an opinion and a persuasive strategy and inferring character’s thoughts.

Areas for development in reading were recognising the main idea, locating directly stated information and identifying the writer’s purpose.

Other areas for development were aspects of spelling and identifying correct punctuation.

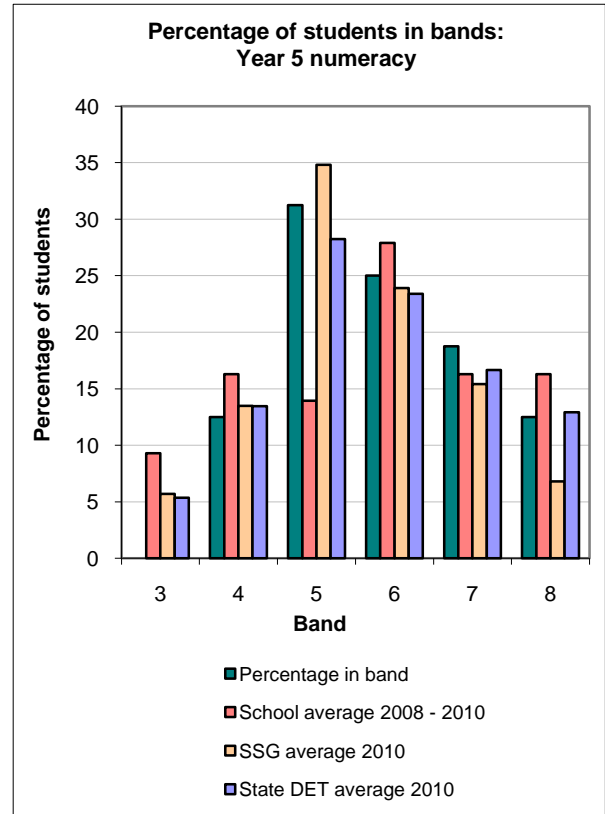




Numeracy – NAPLAN Year 5

In Year 5, 16 students participated in the Numeracy section of NAPLAN Test.

- *56.3% of our students were in bands 4, 5 or 6 as compared to 60.9% for the state.*
- *The mean score for our students was 498.8 as compared 494.1 for the state.*
- *Strengths were shown in questions dealing with position, 3D, chance, addition, division, multiplication, time, and capacity.*
- *Areas for development were identified as mass, fractions and decimals, perimeter and area..*



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

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

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or 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 3-6 joined with other local small schools in the LMG to participate in a combined Indigenous cultural education day featuring sport, drama and art classes. The chief feature was Buudja Marrung and the didgeridoo and dance workshop.

Two aboriginal students from Hinton School attended Lake Macquarie City Art Gallery to participate in the "wrapped in a possum skin cloak by the lake." Both students reported the occasion as valuable and shared their experiences with classmates.

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.

Harmony day celebrations provided a focus for students. Activities were classroom based focusing on world events and conciliation.

Respect and responsibility

A common set of core values established in 2007, reinforced in 2008 and 2009, were maintained and constantly displayed and acted upon during 2010. The school's strong peer support program incorporated these key values. Emphasis in 2010 was placed on respect and responsibility. The development of further plans and actions are ongoing.

Progress on 2010 targets

Target 1

To improve Writing outcomes for all students.

Our achievements include:

- 87.6% of year 5 students were in bands 6, 7 or 8 in NAPLAN writing.
- 69.3% of year 3 students were in bands 4, 5 or 6 in NAPLAN writing and no students were in the bottom two bands.
- Average progress for year 5 students in NAPLAN writing was 84.2 as compared to 66.8 for the state.
- All students participated in the inaugural school writing competition producing high quality entries.

Target 2

To improve Numeracy for all students.

Our achievements include:

- 56.3% of year 5 students were in bands 6, 7 or 8 in NAPLAN testing and no student was in the bottom band.
- 61.5% of year 3 students were in band 3 and 30.8% in bands 4 or 5 in NAPLAN testing. No student was in the bottom band.

- Average progress for year 5 students in NAPLAN was 97.2 as compared to 89.3 for the state.
- 100% of attending parents were positive in their assessment of a staff conducted workshop in mathematics using smartboard technology and focusing on requested topics.

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.

- A gifted and talented program in debating and public speaking resulted in Hinton School winning the small school's debating competition, and winning three of the four categories at the small school's public speaking competition and finishing second and fourth in the senior section of the zone public speaking competition.
- Students participated in jump rope for heart, the active after school program, numerous sport teams (including combined small school teams), gala days, several sport clinics and school daily PE program.

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 2010 our school carried out evaluations of Leadership and Creative and Practical Arts.

Educational and management practice

Leadership

Background

The school has endeavoured to maintain current best practice, integrate new techniques and technology into school programs and to initiate programs in gifted and talented to better engage students and enhance their learning. Equally the school

values the contribution of all staff parents and individuals in guiding its students.

To look more closely at our endeavours in leadership, 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 leadership.

All teachers and students from Years 2 to 6 were surveyed. All parents were given the opportunity to complete the survey. 41% of parents responded.

Findings and conclusions

The results of the survey were very positive and confirmed that the school values the contribution of groups and individuals and is always looking for ways to improve what it does. 90% of parents, 80% of students and most staff agreed this was usually or almost always the case.

Parents and students were in agreement that leadership roles were encouraged for both students and parents, that school leaders are open to new ideas and inspire and motivate learners.

87% of parents and 76% of students agreed that the school usually or almost always ensures that everyone at the school is treated fairly.

The questionnaire also indicated that 27% of parents believe that school leaders rarely or only sometimes discuss ways to improve their child's learning.

Future directions

The school will continue to develop and improve its approaches to leadership by:

- Continuing to value and encourage parental participation and acknowledge that contribution, especially through P and C meetings and the school newsletter.
- Ensure everyone is treated fairly by encouraging regular opportunities for parents to meet with teachers and to encourage students to air their views

through school parliament and by talking to their teachers.

- Continue to introduce new ideas and opportunities for staff and parental involvement.

Curriculum

Creative and Practical Arts

Background

The evaluation of Creative and Practical Arts (CAPA) 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

- Parents (95%) believe that CAPA is usually or almost always an important subject and that their child enjoys it, while 90% of students held the same view.
- 74% of parents and 100% of staff agreed that there is usually or almost always sufficient emphasis, time and effort devoted to CAPA, however 38% of students suggested that more time should be allocated.
- 35% of parents believe that they are only sometimes or rarely informed of their child's progress in CAPA

Future directions

- Resources for CAPA be reviewed and audited to ensure that there are sufficient resources to teach the syllabus appropriately.
- Training and development opportunities for staff be investigated.
- Current opportunities and programs to be maintained.
- Provision of opportunities for parents with appropriate skills to utilize their knowledge and expertise.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. The chief source of information was a general written survey involving specific questions and general comments.

The school was seen to be doing well in many areas including, class interaction, helping students with problems, parental involvement, supporting students of all abilities, dress code, involvement and opportunity in external events, communication, staff student relationships, buddy system facilities and in numerous other areas.

The school was seen as needing to improve in communicating better with parents new to the school, providing better parking, supporting too many charities, acknowledging a wider range of children with awards, and a number of specific requests from individuals.

The best thing for my child this year was, teachers going out of their way to help in specific issues, excursions, opportunities to learn and grow outside the classroom, great community spirit, involvement in starstruck, debating, and many other events, frank parent teacher discussions and many other comments.

The school could do better by focusing on the basics, give more opportunities for advanced work, teach more maths and English, focus on regular achievers and not emphasise "bright " children and give less homework and give more homework (What can you do?)

Other general comments included many positive comments about the relationship between staff and students, about the happy feel of the school and the dedication and extra effort by staff including their relationship with parents.

Issues of needing regular casual teachers to cover absences, listening more to parent comments and some specific requests were also noted.

The overwhelming majority of comments were positive and encouraging reflecting the wonderful atmosphere in the school, the

strong parental involvement and interest and the continuing effort of all staff members in maintaining the high standard of care and commitment to our students.

Professional learning

2010 professional development focused on supporting our annual school targets and Department of Education and Training priorities.

Staff participated in a variety of training and development activities

Staff development days included working with other small schools, school planning, policy review, emergency care and CPR training.

The New Scheme Teacher program and Best Start training accounted for a large share of the budget.

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

School development 2009 – 2011

The school plan 2009-2011 was reviewed and modified to focus clearly on 2010. Few adjustments were made after staff consultation.

The plan was developed in 2009 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 2011

The following targets will be the major focus of our 2011 School Management Plan

Target 1

To improve student use of punctuation, spelling and grammar skills in writing.

Strategies to achieve this target include:

- Professional training and development of staff.
- The implementation of quality teaching practices to cater for a variety of learning styles.
- Teaching programs reflect quality teaching practices and strategies to develop all students writing.
- A review of teaching practices in writing, focusing on punctuation, spelling and grammar at each stage.

Our success will be measured by

- 70% achieving at band 6, 7 or 8 in year 5 and 70% achieving at band 4, 5 or 6 in year 3 in writing, spelling and grammar and punctuation.
- 75% of students participate in the school spelling competition at the highest level in each stage.
- 100% of students participating in the school writing competition.

Target 2

To improve student performance in numeracy.

Strategies to achieve this target include:

- Professional development and training for staff to implement strategies effectively in problem solving.
- A focus on the syllabus to direct and guide explicit teaching of number problem solving.
- Introduction of a class mathematics competition to focus on number, measurement and space facts and knowledge.

- Regular written testing and assessments in class.

Our success will be measured by:

- 75% of year 3 students achieving at or above minimum standards and 35% achieving at proficiency.
- 75% of year 5 students achieving at or above minimum standards and 45% achieving at proficiency.
- 100% of students participating in the school mathematics competition.
- Student growth from year 3 to year 5 at or above national growth.

Target 3

Increased student and parent satisfaction regarding opportunities and engagement with school as evidenced by survey participation and responses focused on the environment, external opportunities and creative arts.

Strategies to achieve this target include:

- Re-establishment of the school vegetable garden.
- Grounds enhancement commenced and participation in environment competitions.
- Expansion of the creative arts program involving community expertise in craft and art, guitar, Starstruck and choir.
- With parental guidance, involvement in external opportunities including newspaper competition and waterwatch.

Our success will be measured by:

- School environment enhanced by the re-establishment and maintenance of a vegetable garden, and WaterWatch program in which students are the prime participants
- Grounds enhanced through mass tree planting by students on bank of new addition to playground.

- Participation by students in Starstruck, choir, guitar lessons newspaper competition and waterwatch.
- Parental participation, guidance and use of expertise in each activity.

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.

Kaylene Kennerson: P and C President

Gail Burns: Teacher

Elizabeth Drayton: Teacher

Helen Bortfeld: Teacher

Mark Cridland: Teacher

Sue Jordan: Senior Administration Manager

Ken Sharkey: Principal

School contact information

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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>

