Our school at a glance

Students

There are seven students currently enrolled at Hill End Public School.

Staff

Hill End PS has one full-time teaching Principal, and one part time School Administration Manager, and one part time General Assistant.

Significant programs and initiatives

- Count Me In Too and Counting On
- Hosting MSSN and CLC Visual Arts Camps
- Preparing and distributing CLC student booklet, ‘Sunbeams On The Valley’.
- Music
- Reading To Learn
- Reading Recovery
- Text-Type Writing
- HSIE Collies on-line Units
- Science Challenge
- Murder Under The Microscope
- In school Swimming Program

Student achievement in 2011

- 1st place: Hunter Bush Poets 2011 Junior Rhyming Verse, Written Poetry, Primary
- Winner: Watershed Landcare “Green Day” Poetry and Art competition
- MSSN Athletics Senior Girl Champion
- District Athletics 1st Senior Girl Discuss, qualified for Zone Discuss
- Highly Commended: 2011 Dorothy Mackellar Poetry Awards
- Most Successful Local School : Henry Lawson Society of NSW National Student Literary Awards 2011, Primary Section, with 2nd & 3rd place as well as two Highly Commended entries.
- Primary won 1st Place for exemplary research and thinking skills in the on-line HSIE Unit called ‘Collie Oi Oi Oi!’
- Science Challenge Awards: 2 distinctions, 1 distinction and 1 credit
- Winner: NSW Teacher’s Federation, Sam Lewis Peace and Environment Poetry Competition 2011 for poem, ‘Just One World’, Mrs Price and Year 6 School leader (photographed) were presented with certificate and prize money by NSW Teachers representative Mr John Pratt.
Principal’s message

Some special achievements during the year include:

All Early Stage 1 and Stage 1 students are achieving well above Regional Benchmark Levels.

We have completed two very successful Visual Arts Camps this year, involving talented students across 3 regional centres from Stages 2 to 5, with very positive feedback from students, Principals, staff attending and parents.

The staff and students can be very proud of their achievements this year. Their creative talents and skills in poetry writing, music and visual arts are well known throughout the region.

I would like to thank staff members for their dedication and support during the year and to congratulate the students on their efforts. Thank you also to the community and parents for their ongoing support of the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Winsome Price, Principal

Messages

P & C and/or School Council message

Hill End Public School has provided its students with so many opportunities this year. As well as the chance to build on their basic literacy and numeracy skills, students have participated in swimming and athletics carnivals, science and technology challenges, creative and performing arts performances, public speaking, video conferencing, inter-school excursions and community events such as Anzac Day and Remembrance Day. The talents and interests of each student are fostered and encouraged.

Mrs Fiona Pilley, P&C President

Student representative’s message

All of us at Hill End Public School are proud of this year’s accomplishments in our competitions and overall learning.

We have been doing Reading To Learn with Mrs Price. Poems are the most exciting thing because they are so different.

With Mrs Shanahan we did Murder Under The Microscope. As environmental investigators we found the Victims and Villains.

We had our official opening of our BER building.

We have been using our new building for Video Conferences. On our Harhilleyer Day we interacted with divers at The Great Barrier Reef through a virtual excursion which I won as a prize for the school with my poem, ‘Seasons Of The Ancient Gum’. I am thankful that the teachers helped me become more skilled.

Trinity Pilley, Y6

This year we have been busy learning new things.

In Term 1 we had our Mudgee Small Schools Network Swimming Carnival.

In Term 2 some of the Primary travelled to Sydney with Mrs Groves to see the live show, ‘Mary Poppins’. I liked it a lot and I would like to see it again.

Mrs Rayner and the Primary went to Burrendong for a week. Some of the activities we did were Orienteering, Paint Ball Combat, Grass Skiing, Archery, BMX and most liked was Kayaking. I liked where I slept because the cabin was overlooking the lake.

In Term 3 we started our video conferences with our VC equipment. Our first VC was about books and their authors. Some of the books mentioned were bought for our library.

This term we had the official opening of the BER building. Mrs Price cut the ribbon and had a picture taken with all the students. After the opening Mrs Shanahan played a documentary on kitchen gardens as we are going to start a kitchen garden next year. Thank you to the staff of HEPS.

William Browne, Y6
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

We began 2011 with ten students. A departure of one family, however, towards the end of Term 1 saw us complete the year with seven students, distributed relatively evenly across the spectrum of classes from Kindergarten to Year 6.

Student attendance profile

Management of non-attendance

There is an award system to encourage regular attendances and punctuality.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>9</td>
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<td>K-6</td>
<td>3</td>
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<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>9</td>
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<tr>
<td>K-6</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Structure of classes

We have students in every grade from Kindergarten to Year 6, except Year 3 and 4. Students are broadly divided into two groups (K-2 and 3-6) within the one class group.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Part time Teacher Allocation</td>
<td>.310</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
</tbody>
</table>

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

We do not have any staff members with indigenous background.

Staff retention

Mrs Price has been the Principal of our school since 2000. She is supported by long-term SASS staff members Mrs Colley, Mrs Shanahan and Mr Shanahan.

Our school is very fortunate to have a number of casual teachers who attend our school.
regularly, and who have done so for many years.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
Again this year Hill End Public School hosted two visual arts camps in May and November. These residential camps are held over a three day period with accommodation at Hill End Ranch.

November camp involved students from small schools in Mudgee, Bathurst and Orange districts. Students attending these camps enjoy a range of activities including – observation sketching in the village of Hill End, creative thinking tasks, observation drawing techniques, experimentation with different artistic media, working with professional artists involved with the Bathurst Regional Art Gallery Artists In Residence program (learning about their work and doing follow up workshops) and evaluation sessions. The children take with them a framed artwork of their choice, an art bag with sketchpad and pencil along with new inspirations and skills, new friendships and many happy memories. The opportunity for children to meet new people, engage in artistic pursuits and social interaction is a huge benefit to children from small schools of isolated communities. Visiting staff also benefit from the hands on experience participating in all the activities with the children, thus building on their prior knowledge and experience.

Congratulations to Mrs Horan for being awarded the Cudgegong Learning Community Graham Gordon Memorial Award for outstanding service to public education in 2011. Mrs Horan has been the driving force and creative inspiration for our VA Camps during the past 5 years.

Sport
The school again held three sessions a week for a 7 week period each term of Active After School Sporting Communities. Mrs Shanahan and Mrs Auld ran these sessions.

This funding also supplied some sporting resources for the school. Sporting sessions
included swimming, tennis, softcross, bowls, cricket.

Other

Mudgee Small Schools Network was awarded a special commendation for the Director General’s 2011 Cohesive Community Award. The nomination was submitted by Hill End PS Principal.

Congratulations to Mr Shanahan for being awarded a CLC certificate for his impeccable services to HEPS as the General Assistant. Also congratulations to Mrs Shanahan for receiving a CLC Award for her thorough work on the school newsletter and its distribution in 2011.

Thank you to Mrs Colley who does an incredible job of collating the CLC Student Book each year. This year’s booklet was titled ‘Sunbeams On The Valley’ and was well received by all participating CLC schools.

Academic

Department of Education & Communities instructions stipulate that we do not provide statistical or graphical representations of student performances for groups of fewer than 10 students.

Literacy & Numeracy – NAPLAN Year 3

We had no Year 3 students this year.

Literacy & Numeracy – NAPLAN Year 5

We had one Year 5 student who successfully completed NAPLAN this year.

Progress in literacy

Special Literacy programs conducted throughout the year include: daily Reading Recovery with ES1 and S1 students, Reading To Learn using DET magazines, Text-Type Writing, PM Plus, Ziptales. These intensive, and sometimes individualized programs enable students to learn specific skills at their stage of development.

Progress in numeracy

The Leading Mathematics Learning program involves individual assessment in a specific area of numeracy, placing students on a learning continuum and then designing a teaching program specifically suited to each student’s needs. Progress along the learning continuum is monitored on an ongoing basis.

This year our area of focus has been multiplication and division. Students’ entry levels ranged from early counting skills to those skills prerequisite to the formal learning of ‘tables’ and the appropriate use of these in problem solving tasks requiring multiplication and division.

All students have progressed at least one level on the continuum in specific skip counting sequences.

In 2013 work in this numeracy area will continue with the focus shifting to place value for those students assessed as having the required readiness.

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.

NAPLAN results show achievements within the National Average for all areas.

Significant programs and initiatives

Music

As usual music has been a focus in Performing Arts at HEPS.

A specialist music teacher, Mrs Groves, comes weekly to teach musical activities including learning a variety of song, using tuned and untuned instruments and reading a music chart.

Students attended a Musica viva performance by an Irish group called ‘Fada’. The students prepared for this performance and were able to sing along for some of their repertoire.
Technology

Our connected classroom was installed in July 2011. Students and staff have made extensive use of this new technology.

Students have joined other schools in attending video conferences. These included:

- Literature Live to hear authors talk about ideas and writing,
- Interactive Invertebrates,
- Meet the Experts,
- Digital Habitats
- ‘Fizzics Education’: science experiments.
- ‘Meet a Convict’, provided by the Historic Houses Trust.

This new technology has helped to bring other students and the world to our school.

Live Life Well

Live Life Well at School is an initiative focused on promoting healthier behavior, an integral part of the school’s existing program within Health PD/PE. An action plan has been developed for Hill End PS for 2012, which addresses the three areas of community, culture and curriculum.

Aboriginal education

Students have studied Aboriginal culture and history within a number of Key learning Areas. The DVD, “My Place”, allowed students to empathize with indigenous background characters. At the Visual Arts camp, wooden goannas (girrawaa) were constructed, painted and decorated to reflect the cultural significance on the girrawaa to the Wiradjuri people, as this is their totem. Students attended NAIDOC Week celebrations at Goolma PS, participating in indigenous games, ochre painting, story telling, dance and food making.

Multicultural education

The Primary students studied a Collie’s HSIE unit where Collie traveled back in time to the early white explorers of Australia. They learnt about early white settlement and the countries of origin for these settlers. The importance of immigration to the settlement and development of this country was studied.

National partnership programs

Using the National Partnership funding this year we were able to employ staff to plan, implement and assess special Literacy and Numeracy programs within the school with sessions for individual students and groups.

These special programs funded by NP include:

- **Text-Type Writing**: A specialist Literacy teacher was employed 3 hours a week to teach writing with a focus on a range of different text types. Students were exposed to the structure and function of each type of writing, and developed their own skills in writing each text type.
- **Leading Mathematics Learning Program**: A teacher trained in CMIT and the Numeracy Continuum was employed 3 hours a week to work with individual students to improve their skills in Multiplication and Division. NP funds were also used to purchase reading materials for the Primary students.

Other programs

**Harhilleyer Days.** Each term a combined day is held, with three small schools, Windeyer, Hargraves and Hill End taking part. This year Hill End hosted two Harhilleyer days:

- Term 1 (Gymnastics, Swimming and T-Ball) and Term 4 (Personal Development for Years 5 & 6, Circus Activities and the Virtual Excursion to the Great Barrier Reef).

Progress on 2011 targets

**Target 1**

**To raise student performance in Literacy.**

Our achievements include:

- NAPLAN results indicate placement within the National Average Range.
- All K to Y2 students are performing well above Regional Benchmark Levels in Reading.
- All ES1 to S3 students have a Reading Age at or above their Chronological Age.
• All ES1 and S1 students have a Spelling Age at or above their CA.
• S3 students with a SA below their CA have closed the gap.

Target 2
*Increase the number of students achieving proficiency in Numeracy.*

Our achievements include:
• NAPLAN results indicate proficiency in Numeracy, within National Average Range.
• All ES1 and S1 students are working at or above Stage appropriate outcomes.
• Most S3 students are working at or above S3 levels.

Target 3
*To increase student personal development and resilience.*

Our achievements include:
• All students participated in the Resilience Doughnut Program during Term 1.
• Student surveys indicate that students have a better understanding of their strongest factors and know how to use these to improve their resilience.
• Live Life Well program has begun in Term 4, 2011 and will continue in 2012 with a trained teacher and support from LLW.

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 2011 our school carried out evaluations of Literacy and Personal Development.

Educational and management practice

Literacy

Background

Students’ performance in Writing needed improvement. The Reading To Learn Program was running well but students needed specific instruction in various text-type Writing.

Findings and conclusions

National Partnership funds were used to employ a specialist Literacy High School trained teacher to teach groups of students in Text-Type Writing 3 hours a week.

A variety of text-types were taught during the year.

The Principal continues the Reading To Learn Program with a focus on Stages 1 to 3. A variety of genres were studied but predominantly Narratives, Poems and Factual Reports were studied. The strict structure and lesson proformas were adhered to with the students also reading and following the texts carefully before answering the 3 levels of questioning for comprehension. All students perform a detailed re-read before completing a detailed re-write, with S1 students having teacher support and doing group re-writes or paired re-writes.

In the detailed re-reads students study punctuation, sentence and phrase types, word types with other grammar and language focus.

Lessons have a clear focus and structure with clear direction.

Marking levels have improved greatly and students have noted improvement in their own writing. Enthusiasm for re-writing, using the structure of the text has been maintained during the year.

Future directions

The Principal will attend a follow up professional development day for Reading To Learn. Also teachers will take part in group marking of student writing with consultancy support and expertise to gain consistency of teacher judgment.

Personal Development: Resilience

Background

As Hill End PS is a P6 school students live with and come to school with siblings. They live in a rural and remote location. Staff identified a
need for students’ personal development to be strengthened.

Findings and conclusions

The Principal attended a two day Resilience Doughnut Course in Term 1. Resources were purchased to run the program with the students at school. All students were involved but an in depth study of Resilience Doughnut was performed by the Primary students during Term 1. All students were fully engaged in the process of the Resilience Doughnut activities and gained an insight into their 3 strongest factors and how these can be linked and used to further develop their resilience and strength in everyday life.

The resources of the factors, student booklets and teacher manual were invaluable in the teaching about the Resilience Doughnut.

Future directions

The Principal will be involved in future Professional Learning and become a mentor for Resilience Doughnut, training other staff members across the MSSN and CLC.

The Principal continues to receive updates and emails of the current developments and PL in the Resilience Doughnut.

The Principal will also undertake further training in the 4MAT Program, on Learning, Teaching and Leadership Styles to further develop student and staff awareness and development of learning, teaching and leadership styles.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Students are up to date with computer skills.
- Their talents are developed and rewarded with specialist, talented staff.
- Emphasis to remain on learning the basics.
- Through interaction with other schools these students’ social skills are excellent.
- Children love to go to school.
- Caring, supportive and helpful staff.
- Special reading, writing and maths programs help students learn faster.
- The children are learning many new things.
- Staff members show a lot of patience towards students and parents.
- A lot of varied activities within the school.
- Video Conferencing and virtual excursions are a real positive.

Professional learning

Staff members have attended the following Professional learning courses during 2011:

- NAPLAN Persuasive Writing
- ITC conference
- Maths Matters
- Non Violent Intervention
- Motion Leadership
- Microsoft Word and Excel
- New Maintenance & Cleaning Contracts
- Sustainability Conference
- Circus Workshop
- First Aid training.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

2012 Targets to achieve this outcome include:
Targets for 2012
Target 1

*Embed explicit teaching in planning, programming and classroom practice in Literacy and Numeracy.*

Strategies to achieve this target include:

- Shared planning and programming across the stages
- Purchase of suitable Literacy and Numeracy resources to enhance teaching and learning
- Lesson plans contain explicit teaching strategies in Literacy and Numeracy programs
- Teachers participate in Professional Learning in Literacy and Numeracy

Our success will be measured by:

- Improved student results in Numeracy and Literacy assessments
- Early Stage 1 and Stage 1 students reach above Regional Benchmark levels
- Improved levels in Sena testing and Reading To Learn assessments

School priority 2

Target 2

*Strengthen engagement of all key stakeholders in learning.*

Strategies to achieve this target include:

- Invite local organisations to be involved with the school in a variety of capacities
- Improve parent and community participation in school activities
- Maintain an innovative and informative school website and weekly newsletter
- Implement innovative technology programs across all stages
- Staff members participate in Professional Learning opportunities to strengthen student and community engagement
- Plan and participate in 4MAT learning, teaching and leadership style activities

Our success will be measured by:

- Student, teacher, parent and community surveys indicate improved engagement in school activities and student learning
- Stakeholder participation in 4MAT learning, teaching and leadership style awareness
- Innovative technology programs implemented during the term

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Winsome Price, Principal
Mrs Sally Colley, School Administration Manager
Mrs Gaye Shanahan, School Learning Support Officer

School contact information

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Fax: 02 63378307
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Web: www.hillend-p.school.nsw.edu.au
School Code: 2161

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: