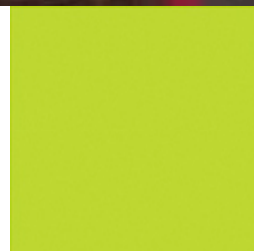
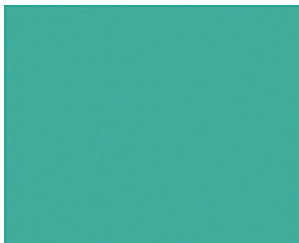
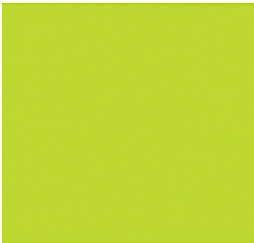
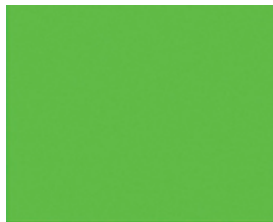


# 2008 Annual School Report Henty Public School

NSW Public Schools – Leading the way



## Messages

### Principal's message

Henty Public School offers students from all backgrounds the opportunity to succeed in a stimulating and caring setting. Our school is steeped in history but with modern amenities that incorporate traditional values to develop citizens of the future.

Academic excellence is our number one priority. Highly qualified, experienced and dedicated staff, coupled with a diverse range of academic programs, inspire our students to explore their individual interests in a variety of subject areas. High priority is placed on literacy and numeracy programs, evidenced by outstanding National Assessment – Literacy and Numeracy (NAPLAN) results last year and Basic Skills Testing results over past years.

Henty Public School reflects the diversity within our community in catering for students with physical and intellectual disabilities, learning difficulties and those gifted and talented students who require extension experiences. Our close association with our local pre-school and Billabong High School allows for smoother transition programs to be implemented, and therefore, greater opportunity to provide the individual needs of our students.

We are a friendly, caring school. A firm but fair student welfare and discipline code motivates students to make sensible choices and to take responsibility for their decision making. Celebrating and rewarding student achievements are a big part of our school philosophy and we encourage parents to share the successes at all levels.

I would like to thank our parents, P&C, staff, students and the Henty Community for the support over the past twelve months. Our strong partnership has nurtured a cooperative and productive learning environment for all students at Henty Public School.

We are a school of the future, today. We are educating students in a demanding and challenging society and we believe these challenges can be conquered.

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 Gail Driscoll**

### P&C

As a P & C we have had plenty happening in the past year. We are fortunate to have well attended meetings with lively discussion and input from both parents and staff. It is encouraging that people feel comfortable to express their views in this forum.

As in previous years the P & C continues to assist the school in projects that are non-budget funded. An amount of \$10,000 was contributed to assist with the library and art programs. An additional \$5,000 was provided to purchase new instruments for the school band.

Funds were also provided for;

- Each student who went on the Year 5/6 excursion to the value of \$30
- Lunch for The Camp Quality visitors to our school
- BBQ for the Walk-a-thon
- Dictionaries for year 5/6 classroom
- \$50 cheque to every student represented Riverina at a sporting, academic or cultural events
- Dictionary for every year 6 student.

Fundraising - always an emotive word cannot be forgotten. \$17,000 was received by the P & C for their part in catering at The Henty Machinery Field Days. Monies were also raised through a very successful Fish & Chip Night, which provided a social outing for our school community too.

On a different note The P & C Federation held their annual conference in Albury this year, which enabled us attend with much less travel. A highlight from the conference was the receipt of the inaugural Primary School Environment Award by Henty Public School, proudly nominated by our P & C.

At this point I would like to acknowledge the people who have been particularly active in our P & C, and are leaving our school. I would also like to mention the committee and thank them for their time and efforts over the past year; you make it all run so smoothly and efficiently.

Finally to the principal and staff of Henty Public School, we hope the strong partnership that exists will continue in the year to come. Together we are all working for the best for our child and every child that attends this school in years to come. To all parents I extend the invitation to be part of P & C and have a say in your parent body.

**Mary D'Arcy-Liston**  
**President P&C**

## Student representative's message

At the start of the year Lewis Eccleston and myself were elected as the President and Secretary of the Student Representative Council (SRC).

2008 was a productive year as we have assisted in various changes around the school.

At the beginning of the year the SRC purchased recycling bins to recycle food scraps for the school garden. We had class representatives create a poster to put on the bins to inform the children of what items are recyclable. The bins have been a great success.

During term two the SRC had an official opening of the school garden in honour of Mrs Noelene Bedggood. We invited her to the school and had an official ceremony involving all the children. Money was used to buy a bird bath with a plaque on it honouring the time Mrs Bedggood spent teaching at our school. A powerpoint presentation was made by the members of the SRC.

The SRC held a raffle to raise money for the Year 6 present to the school. Tickets were sent out to each family to sell. The raffle was drawn out on the night of our production. We raised nearly \$1000.

At the end of each term we had a disco. The money taken at the door went to many worthy causes. Money was donated to the band to buy new music and instruments.

Thankyou for a great year in 2008.

**Isaac Muller**  
**President of SRC**



## School context

### Student information

#### Student enrolment profile

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

	2004	2005	2006	2007	2008
Male	58	61	48	46	45
Female	52	50	53	52	42

## Student attendance profile

	2005	2006	2007	2008
School	93.5	92.3	92.6	92.6
Region	93.5	93.5	93.9	93.4
State	93.8	94.0	94.0	94.1

Attendance has not improved after extensive information being given to parents outlining departmental requirements.

### 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 2008 class size audit conducted on Tuesday 25 March 2008.

Roll Class	Year	Total per Year	Total in Class
1-2-3	3	1	22
1-2-3	1	11	22
1-2-3	2	10	22
3-4	4	9	26
3-4	3	17	26
5-6	5	16	30
5-6	6	14	30
K	K	12	12

### 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

Position	Number
Principal	1
Classroom Teachers	3
Teacher of Reading Recovery / Support Teacher Learning Assistance/ Teacher Librarian	1
Total	5

### Staff retention

In 2008 Miss Jolonna Truin joined our staff following the transfer of Assistant Principal Mrs Janelle Doust and Mrs Theresa Kane was appointed permanently after Mrs Rosalind Cumming retired. Miss Lucinda Coggan was appointed 0.6 permanent part time. All other teaching positions remained the same.

## Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.5%.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	80
Postgraduate	20

## 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:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	87 945.97
Global funds	97 012.94
Tied funds	105 590.27
School & community sources	42 965.94
Interest	4 835.45
Trust receipts	6 109.54
Canteen	0.00
<b>Total income</b>	<b>344 460.11</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	20 781.93
Excursions	11 893.32
Extracurricular dissections	25 690.12
Library	2 735.79
Training & development	1 729.62
Tied funds	156 902.89
Casual relief teachers	14 581.04
Administration & office	46 899.12
School-operated canteen	0.00
Utilities	13 482.86
Maintenance	6 151.48
Trust accounts	5 746.74
Capital programs	0.00
<b>Total expenditure</b>	<b>306 594.91</b>
<b>Balance carried forward</b>	<b>37 865.20</b>

A full copy of the school's 2008 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 2008

### Achievements

#### Music

Our school concert band has enjoyed a successful year.

Thirteen new students joined the band under the guidance of Mr James Kendall in February. Lessons were given in clarinet, saxophone and flute and Mr Albert Luke assisted with tuition and support for the brass players. New music books were purchased along with four new brass instruments, two tenor horns, a trombone and a baritone from the school's P&C music committee.

In August the Band gained first place in the Albury Eisteddfod and won the Ted Hanigan trophy for The Best Primary School Band, for the second consecutive year. Third place was gained at the Wagga Eisteddfod.

With performances at the Southern Riverina Primary Sports Association Choral Festival and the 10<sup>th</sup> Birthday Celebrations of the Bendigo Bank, our students have gained positive acclaim. A tour of local schools was also well received.



#### Sport

During the past year Henty Public School has participated in and been successful across a variety of areas. We have been involved in some new programs as well as participating in 'traditional' sports.

This year the whole school participated in the Premiers Sporting Challenge (PSC). This was a new innovation conducted by the NSW State Government. It was held along similar lines as the Premiers Reading Challenge. Each child in the school was asked to participate in a minimum of 30 minutes exercise per day, for 15 weeks, over a period of 20 weeks. Already the first 15 minutes was covered for each child with our 'Keepfit' program held for the first 15 minutes of every day. So, achieving an extra 15 minutes proved to be easy for the majority of the children. Active lunch play and sport time (both inside school hours and outside school hours) could be counted as well. At

the end of the program the times were calculated and each child was allocated either a bronze, silver, gold or diamond award. Our school had bronze and gold recipients.

As part of the PSC we were asked to apply for a grant, of which we were successful. This grant can be used for a range of activities including paying coaches, teacher professional development, equipment and ultimately a school gym.

Throughout 2008, Henty Public has participated in four main carnivals-the school swimming, athletics and cross country carnival and the Bernie O'Connor Sports Carnival. Many children qualified to participate in the zone carnivals. From these carnivals, the regional carnival was held and from these we then had two Riverina representatives, one in athletics and one in cross country. We also had another Riverina representative in girl's cricket earlier in the year.

At our school carnivals we had many parent volunteers, family and friends supporting. This year we held our school athletics carnival at the Henty Sports Ground with great success.



Intensive swimming began later in the year and ran for two weeks. It has proven to be another success, with most children improving in their skills and confidence.

### **Debating**

Henty Public School has actively participated in the Premier's Debating Challenge (Years 5 & 6) with two teams and Years 3,4,5 & 6 have debated in the Lion's Club Debating Competition against local schools.

The Year 6 students' team was successful in reaching the Riverina final but were narrowly defeated by Young Public School. Five students attended a workshop to select a Riverina Team with a Year 5 student, Jessica Kane, selected.

Two junior and a senior public speaker represented Henty Public School at the regional level in June. All being highly commended.

### **Quality Teaching**

The professional development, educational programs and teachers at Henty Public School combine to ensure that children are exposed to continuous Quality Teaching and Quality Learning experiences in all aspects of their education. Henty Public prides itself on providing 'Quality Teaching Quality Learning for All.'

Successful teaching experiences are dependant upon thorough knowledge of the curriculum, extensive planning and organisation and the ability to successfully implement content in engaging and meaningful ways for all students, whilst considering student needs.

Teachers at Henty Public School are adapting the Quality Teaching Framework as a pedagogical base in demonstrating their accomplishment as teachers. The incorporation of the Intellectual Quality, Learning Environment and Significance dimensions within classroom programs ensures all teachers provide enriched learning experiences for all students.

In 2008 Mrs Theresa Kane received both a Riverina and State Quality Teaching Award. She exemplifies the educational commitment from all teachers at Henty Public School to provide a quality education for all.



### **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.

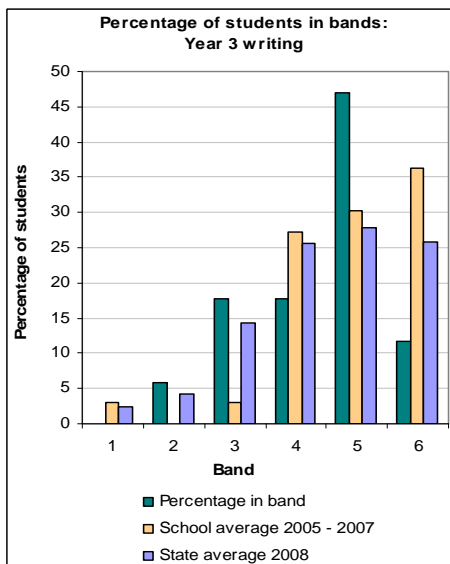
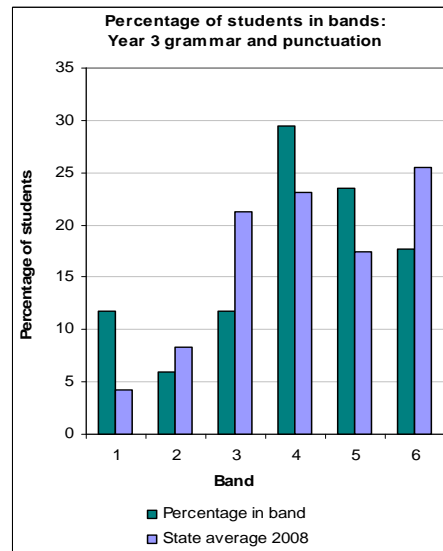
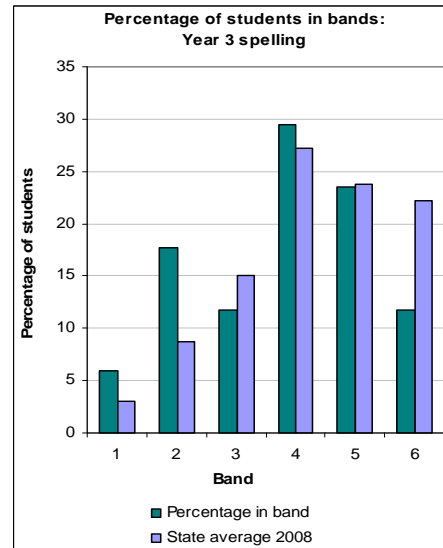
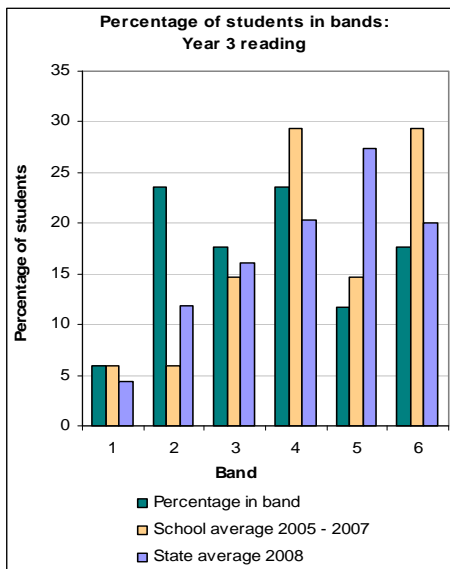
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

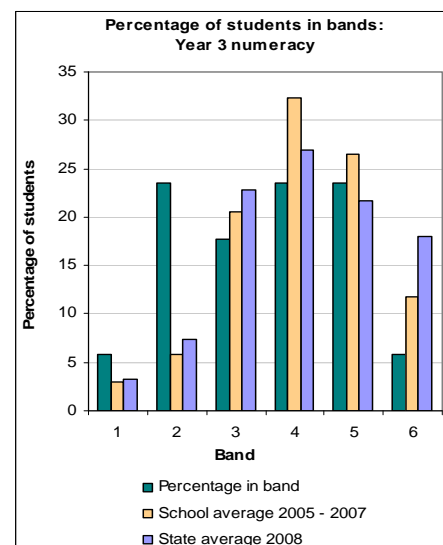
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

### Literacy – NAPLAN Year 3

In 2008 there were seventeen students complete Year 3 NAPLAN testing. 65% of our students were in the top three bands in literacy and 54% of our students were in the top three bands in numeracy. The state results for the same bands were 76% and 67% respectively.

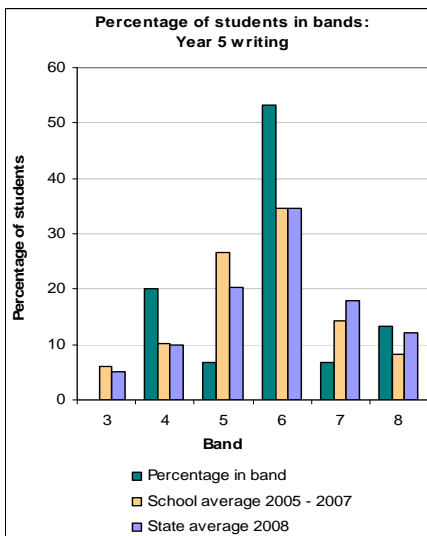
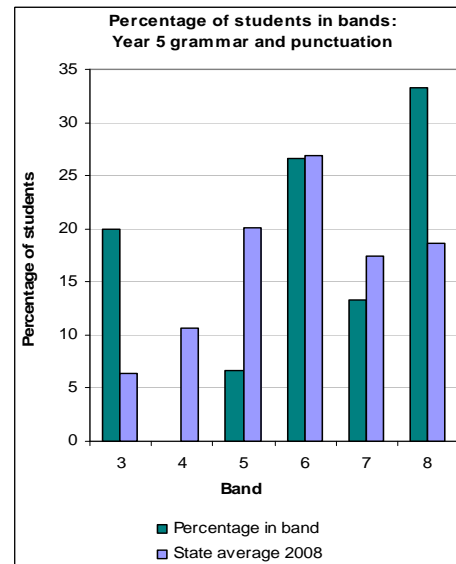
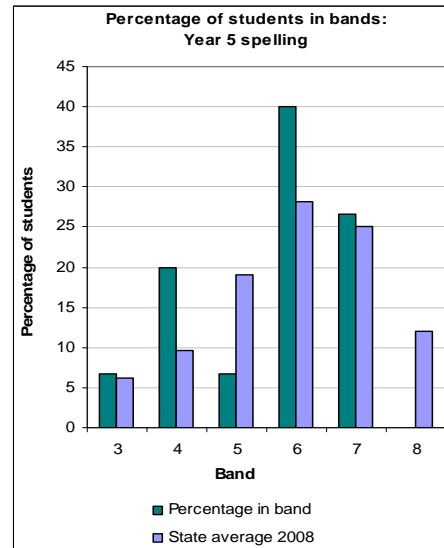
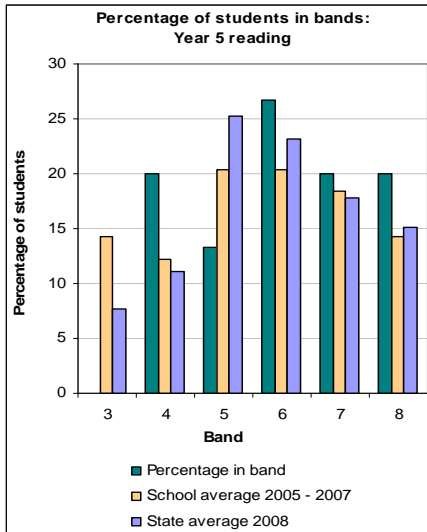


### Numeracy – NAPLAN Year 3

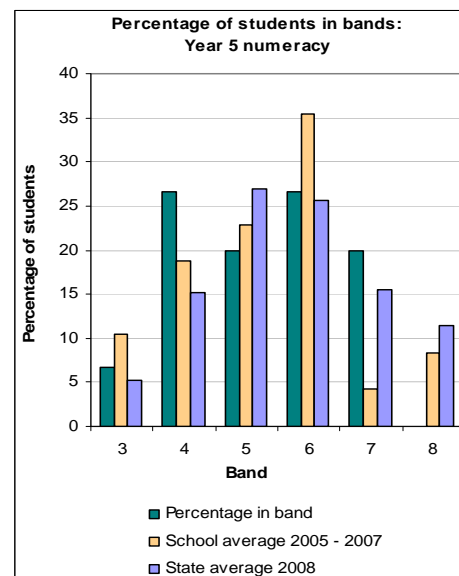


## Literacy – NAPLAN Year 5

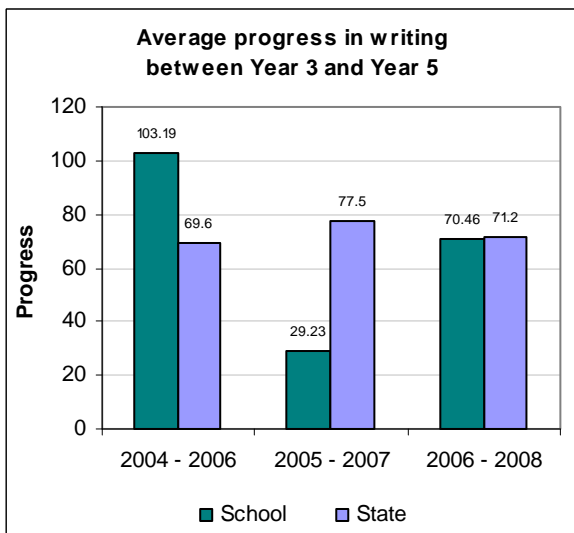
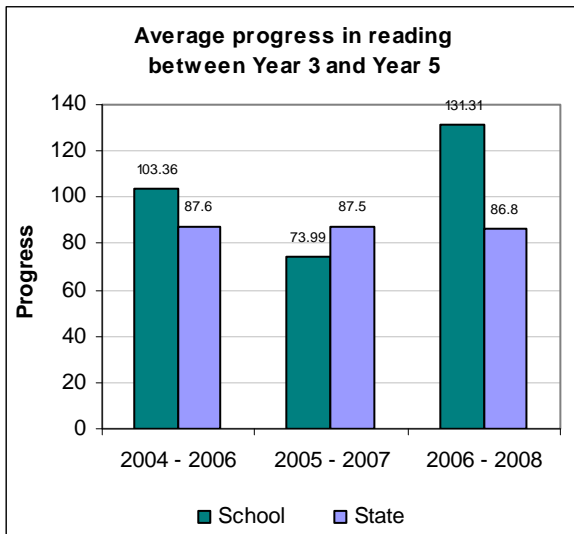
There were fifteen students complete Year 5 NAPLAN testing. 66% of our students were in the top three bands in literacy and 47% of our students were in the top three bands in numeracy. The state results for the same bands were 63% and 52% respectively.



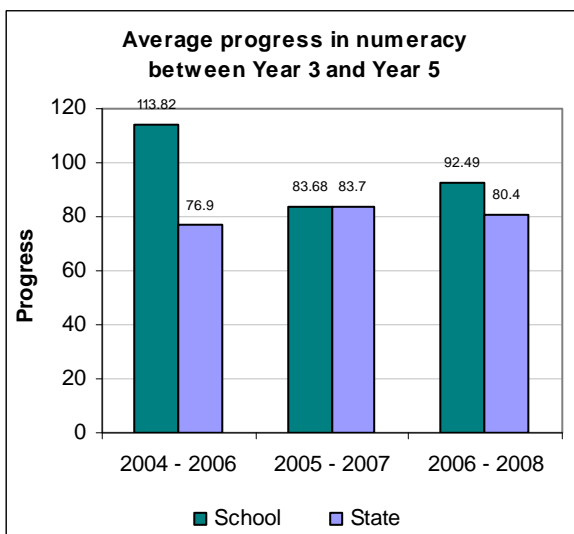
## Numeracy – NAPLAN Year 5



## Progress in literacy



## Progress in 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 below.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 3 students achieving at and above minimum standard	
Reading	84
Writing	89
Spelling	84
Punctuation and grammar	79
Numeracy	84

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 5 students achieving at and above minimum standard	
Reading	100
Writing	100
Spelling	93
Punctuation and grammar	80
Numeracy	93

## Significant programs and initiatives

Henty Public School addressed the following areas during 2008. Many of the learning opportunities were from our wider community providing strong links with outside organisations.

### Aboriginal education

Throughout the year a scope and sequence was developed by staff members integrating all key learning areas (KLAs).

Our school continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia.

Teaching programs were supported by a cultural visit by Sam Derchie from Ghana and his 'Ananse

Stories'. Through this visit children participated in dances, played musical instruments and developed an understanding of how people used the resources readily available to them to live.

Aboriginal education continues to be a focus of the school.

### **Multicultural education**

The school has maintained a focus on multicultural education in all areas of the curriculum by providing learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society.

Involvement and success in the multicultural public speaking demonstrates the ability for children to convert learned knowledge and experiences into positive expressions of thought.

The school library continues to build on resources that allow the appreciation and understanding of people from culturally diverse backgrounds.

Our Connected Outcome Groups (COGs) units have a strong multicultural strand. The students enjoy exploring the links that mould our community's culture.



### **Respect and responsibility**

During 2008 our school has emphasised the importance of values education, especially the aspects of respect and responsibility. We have developed procedures in relation to values education, which includes a Positive Playground Policy that acknowledges students who demonstrate behaviour in line with the Department of Education and Training core values and an anti bullying program.

Our school participates in community activities such as ANZAC day, Remembrance Day, Clean Up Australia Day etc to raise student awareness of respect and responsibility.



### **Other programs**

#### **The Five Ways Habitat Restoration Project – Environmental Education**

The Fiveways Reserve Habitat Restoration Project aims to foster students understanding of the environment as an integrated system and develop attitudes and values which are conducive to achieving ecologically sustainable development.

The project has improved the school community's understanding of threatening processes affecting biodiversity, including habitat loss and fragmentation, introduced species, land management and soil degradation. We have achieved this by putting these issues into a local, practical context.

The school community continues to be involved in planning, implementing and monitoring habitat restoration works in White Cypress Pine/Yellow Box/GreyBox Grassy Woodland on the Fiveways Travelling Stock Reserve.

The Fiveways Reserve Habitat Restoration Project is a joint project that involves a range of community groups and government organisations. They include Henty Public School, Hume Rural Lands Protection Board, Murrumbidgee Catchment Authority, Eastern Riverina Landcare Network, Riverina Environmental Education Centre and the Henty Tidy Towns group.



## Progress on 2008 targets

### Target 1

#### ***To improve student outcomes in Literacy and Numeracy by 20%.***

Our achievements include:

- All teachers attending professional learning in both literacy and numeracy resulting in improved resources of both literacy and numeracy programs.
- Students achieving growth higher than the state average in Year 5.
- Most students achieving twelve months growth in annual diagnostic testing.

### Target 2

#### ***Continued implementation of Gifted and Talented Policy.***

Our achievements include:

- The increased number of students being identified by using school and Department assessment practices.
- The provision of opportunities for students to participate in The University of NSW competitions, National Science Week, Double Helix Club, Murder Under the Microscope etc.
- Our strong links with Billabong High School to ensure the continuum of learning for all students.

### Target 3

#### ***Increase student attendance to align with state average.***

Our achievements include:

- Consistent attendance in line with the state average of 94%.
- Parents increased knowledge of their responsibilities.

### Target 4

#### ***Quality Teaching practices are evident in teaching and learning programs and classroom implementation.***

Our achievements include:

- 100% of staff having a working knowledge of phase 1, 2 and 3 Quality Teaching Initiative materials;
- Quality Teaching practices are evident in teaching and learning programs and classroom implementation.

## 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 2008 our school carried out evaluations of Management and Connected Outcomes Groups (COGS).

## Educational and management practice

### School Management

#### Background

In 2008 the school evaluated its practices across all areas of Management including the use of a SchoolMap survey tool designed by the Department of Education and Training.

The survey and other reviews sought to determine the effectiveness of school management procedures and the communication of directions to the wider school community.

#### Findings and conclusions

- Teachers, parents and students believe that the school is well organised.
- The majority of parents and students feel that the school encourages students to achieve their best and that the students are the schools main concern.
- All groups acknowledge that the school is continually finding ways to improve what it does.
- The results overall were very positive.

#### Future directions

There is a need for the school to encourage parents to become more involved in what is happening in the school.

### Curriculum

Connected Outcomes Groups (COGS)

#### Background

This evaluation sought staff, parent and student opinion on the strengths and weaknesses of our school COGS program. Staff and parents critically reflected on school programs and policies using a school survey.

#### Findings and conclusions

Surveys given to staff, students and parents show:

- The students enjoy COGS lessons.

- The school has adequate resources to teach this subject and that children are given adequate assistance in this area.
- An area of need was indicated by parents that they needed to be more informed about how COGS is taught in our school.

### Future directions

COGS will continue to be a focus of our school. Parents will be kept more informed of syllabus implementation through our weekly newsletter.

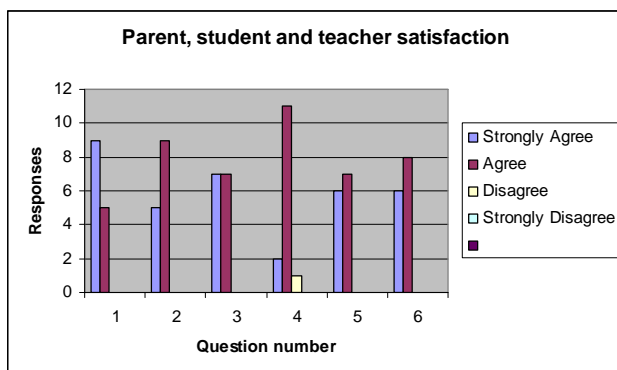
### Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

The statements are as follows:

1. The school knows about the community that it serves.
2. School leaders have a positive influence on school culture.
3. The students are the school's main concern.
4. Parents support what is happening at the school.
5. The school appreciates having my child as a student.
6. The school encourages everyone to learn.

Their responses are presented below.



### Professional learning

100% of staff participated in both whole school and individually planned professional learning opportunities during the 2008 school year including school development days at the beginning of Terms 1, 2 and 3. Professional learning activities were catered for on the individual staff needs for areas linked to the 2008 school plan. Average expenditure per staff member of \$500.

## School development 2009 – 2011

### Targets for 2009

#### Target 1

**Improve Writing results shown in NAPLAN testing in Year 3 from 76% of students in bands 3-6 to 89% and Year 5 from 80% of students in bands 5-8 to 94%.**

Strategies to achieve this target include:

- Purchasing resources to enhance classroom programs
- Teachers attending professional learning using Australian Government Quality Teaching Program (AGQTP) funding.
- Explicit teaching of writing – reassessment of scope and sequence.

Our success will be measured by:

- Students achieving in higher bands of the National Assessment Plan – Literacy and Numeracy.
- All students achieving twelve months growth in annual diagnostic testing.

#### Target 2

**Improve Numeracy results shown in NAPLAN testing in Year 3 from 54% of students in bands 3-6 to 71% and Year 5 from 67% of students in bands 5-8 to 94%.**

Strategies to achieve this target include:

- Purchasing of resources to enhance classroom programs.
- Learning assistance to be timetabled to meet the needs of the at risk students.
- Teaching emphasis will be the Working Mathematically strand of the syllabus.

Our success will be measured by:

- Students achieving in higher bands of the National Assessment Plan – Literacy and Numeracy.
- All students achieving twelve months growth in annual diagnostic testing.

### Target 3

**100% of teaching staff to attain competency with technology to assist children in the implementation of interactive white boards.**

Strategies to achieve this target include:

- Whole school staff meeting time is dedicated to the implementation of the implementation of technology into classroom programs
- Riverina consultants to provide learning opportunities for both staff and students on using interactive white boards.

Our success will be measured by:

- 100% of staff and students using technology in their learning.
- Technology practices are evident in teaching and learning programs and classroom implementation.

### 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.

Gail Driscoll	Principal
Theresa Kane	Teacher
Judy Morison	Teacher
Mary D'Arcy Liston	President P&C

### School contact information

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School Code: 2154

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>