Messages

Principal’s message

2012 has been a great year for Henty Public School. An active and effective P&C has worked with staff and students to provide opportunities for students to excel. We have had a long tradition of providing Quality Teaching, Quality Learning in a safe, happy and supportive environment.

Our outstanding achievements include being awarded a NSW Environmental Sustainability Award that involved an extended environmental program at The Five Ways in conjunction with Wirramina Educational Centre, excellent National Assessment Plan – Literacy and Numeracy (NAPLAN) results for all students and the successful continuation of our school band program.

We continue to upgrade our school facilities by providing a very exciting and productive environment for learning and teaching. We have interactive white boards in all classrooms including the library. Classrooms also have access to computer technology through a wireless internet system.

Socially, our positive playground policy has provided the structure for a cooperative and encouraging playground where children feel safe and engage in meaningful play.

We continue to run many of the programs that give our students the best opportunity to achieve excellence. These include sporting and musical opportunities, support learning programs, environmental programs, debating and public speaking, and gifted and talented opportunities.

We value co-operation, commitment and contribution to our dynamic K-6 learning environment. We look forward to sharing with all families the learning journey of their child as we work together to make our most important resources, future generations, become the best that they can be.

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.

Gail Driscoll

P & C message

In 12 months we have had many milestones to celebrate. Our efforts are always a focus to support our school and its staff and students, work hard to raise the profile of the importance of public education and provide a social network for the parents and friends of Henty Public School.

Another great milestone this year – fundraising generated by the Henty Machinery Field Days. A great effort and the benefits which flow to our school are enormous. Thank you to all the parents and friends who give so much of their time for this worthwhile exercise.

We have shown our support for many school programs and this year reinstated the importance of the school band by lifting our contribution to the school on a permanent basis to allow the staff to expand on the music program at their discretion.

Socially the P&C has encouraged families and children to come together through barbecues at the athletics carnival and in the playground. The first BBQ at the local pool to welcome new parents was an outstanding success.

We also continue to support the academic achievements of our students, the most important part of our school, through projects such as donation each Year 6 student with a dictionary and providing additional funding for trips and excursions.

Thank you to the staff for their support in 2012 and we are sure our high numbers and recent announcement of grants are due to our school being a role model for public education.

Mr. Graeme Newton – President of P&C

Student representative’s message

2012 was a busy but successful year. We ran some enjoyable events and stalls on many occasions, but firstly I would like to thank the staff and especially Mrs. Driscoll because without their permission and help things wouldn’t have run as smoothly as they did this year.

I would also like to thank the students who were the Student Representative Council (SRC) because that was exactly what they were. They didn’t just represent their respective years but
they supported every new idea and improvement that was suggested and implemented throughout the year. Although each term, new SRC members were welcomed, each and every student fulfilled their role.

There were many memorable events such as Harmony Day, the Mother’s Day Stall, the Biggest Morning Tea, the Father’s Day Stall and Henty’s Got Talent. We raised large amounts of money to help our community.

Thank you all members of 2012 SRC.

Nicholas Murray  Nessa Liston
President   Secretary

School context

Student enrolment profile

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

Henty Public School enrolments have increased over the past six years which has resulted in a fifth class established. Projected enrolment numbers continue to support growth.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>45</td>
<td>47</td>
<td>64</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>42</td>
<td>44</td>
<td>43</td>
<td>48</td>
<td>51</td>
</tr>
</tbody>
</table>

Staff information

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

Henty Public School has experience a change of staff over the past few years. We have a very young and enthusiastic staff who enjoy the changing environment of our department.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10.6</td>
</tr>
</tbody>
</table>

Staff attendance profile

Henty Public School has higher than average attendance rates. Parents are encouraged to send their children to school and to comply with notification of absence procedures. Reminders of parent’s responsibilities are placed in the newsletter once a term. Habitual non-attenders are referred to the Home School Liaison Officer.
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous staff at Henty Public School.

**Staff retention**

2012 saw the same teaching staff take on duties as was the case in 2011.

**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>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</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</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>49715.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>101065.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133734.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>75947.67</td>
</tr>
<tr>
<td>Interest</td>
<td>2965.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4241.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>367669.42</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 45283.07   |
| Excursions                | 11240.00   |
| Extracurricular dissections| 31312.77  |
| Library                   | 3314.46    |
| Training & development    | 10989.54   |
| Tied funds                | 106549.88  |
| Casual relief teachers    | 14552.19   |
| Administration & office   | 46403.03   |
| School-operated canteen   | 0.00       |
| Utilities                 | 19084.96   |
| Maintenance               | 12171.09   |
| Trust accounts            | 5036.48    |
| Capital programs          | 6810.98    |
| **Total expenditure**     | 312748.45  |
| **Balance carried forward**| 54920.97  |

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

**Debating**

2012 was another busy year in debating for Henty Public School. Once again the school was involved in The Premier’s Debating Challenge with students from Year 4, 5 & 6 taking part. Students from those years were also involved in the Lions Club Debating Competition in the local area. Nessa Liston represented our school at the Lions Club Public Speaking and was the winner for the region with a speech on Shakespeare. This competition gave many of our students an opportunity to compete at a level beyond their own class and the confidence of our students has continued to increase.

The Year 6 Premier’s team was particularly successful and won the Riverina Final. They represented the region and their school at the 2012 State Championship, where they reached the final, a very exciting effort by the team consisting of: Nessa Liston, Caleb Coe, Ben Scholz and Angus Malmo. The team was defeated in a tough final. Their progress over the championship was terrific and all members found the experience to be very rewarding. The team was fortunate to have excellent coaching from Gail Driscoll throughout the year.

In addition Angus Malmo was selected on the Riverina Debate Team which attended the state finals in November. The team enjoyed some success as well as the experience of competing against many of the metropolitan and other regional teams.

Our public speakers enjoyed success too, with Casey Scott receiving a highly commended at the
Riverina Multicultural Public Speaking competition. Our students continue to gain much confidence from their experiences and we look forward to continuing this program with the opportunities it offers next year.

Creative & Performing Arts

In 2012 our students were provided with a range of rich learning experiences concerned with creative and performing arts. Our visual arts program, consisting of weekly lessons for students, was ongoing and supported by our art teacher Mrs Natalie Fraser. Students were involved in learning about many processes involved in creating various artworks.

In term 3 all students were involved in the school production of ‘Grease’. Year 6 students had main roles in the production and each year group performed a dance during the show. Tarryn Morey was instrumental in choreographing each of the dances. Dance classes were held each week, which is a part of the schools creative arts and PD/H/PE program. The production was performed over 1 day show and 2 night performances and was well supported by parents and the wider community.

Sport

2012 has continued as a busy year in sport. Henty Public School has participated in and been successful across a variety of areas. We have continued to provide opportunities for as many activities as possible for all our students.

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, over a period of 10 weeks. Achieving this requirement 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 received an overall gold achievement.

Throughout 2012, Henty Public has participated in our three main carnivals - the school swimming, athletics and cross country carnivals, as well as various gala days, the Bernie O’Connor Football and Netball Carnival, Super 8’s cricket and the Paul Kelly Cup. We also had the inaugural Tony Lockett Shield this year and Henty Public School were the winners, a very exciting achievement for our boys. From these carnivals and gala days, we had many children qualify to participate in the zone carnivals and Riverina trials.

In swimming we had two students who represented the school as part of the Riverina squad at the State PSSA Swimming in Sydney. They were Angus Malmo and Dylan Thiel with Dylan placing 5th overall in the under 13 year boys final.

At the Bernie O’Connor Football and Netball Carnival, we had a number of teams participating with one of the senior girls’ netball team playing off in the final. Unfortunately we were defeated. Our boys senior and junior football teams were the winners in their divisions and they proudly wore their medallions. A number of students (4) attended the Riverina touch football trails, with
Angus Malmo and Nick Murray selected into the possibles and probables team.

At our school carnivals we had many parent volunteers, family and friends supporting. This made our carnivals a great success.

Intensive swimming began later in the year and ran for two weeks. It has proven to be another success, with all children improving in their skills and confidence. Due to the success of the program, we are now offering this program to some of the younger students in our school.

Nick Murray was selected to attend the Riverina PSSA cricket trials.

We also had our annual school tennis tournament late in term four which proved to be very popular with many students participating who had never played tennis before.

Many students also participated in our Active After School physical activity program which is held once a week for seven weeks of each term.

Thank you to all involved in giving our children sporting opportunities this year and for the fantastic sporting atmosphere around our school.

Other

Environmental Education

Henty Public School students continued to be involved in environmental activities during 2012. In conjunction with Creative Catchment Kids, students participated in the Enviro-Stories Program. The theme of the program was focusing on the biodiversity (plants and animals) of the Murray catchment. The program involved students learning about and developing a ‘sense of place’ within their local environment and natural resources.

Students involved in the Creative Catchment Kids program used research, reflection and their creative story telling skills to create their story, Sally the Superb Parrot. The story was based on student experiences and activities at the Five Ways travelling Stock. Students researched the superb parrot to ensure the use of environmental facts in their narrative. They highlighted the plight of the superb parrot and the way in which students and adults can rebuild and enhance the environment. Illustrations were created by the students who selected the use of crayon as their drawing medium. The end result is a published book that will be distributed to schools in NSW Department of Education schools.

The book was dedicated to Mrs Elizabeth Ellis, a passionate advocate for environmental education. Mrs Ellis’s contributions who has contributed to the regeneration and revegetation project at the Fiveways Travelling Stock Reserve.

Values Education

The New South Wales Core Values continue to be a focus. As a school community we examined the values and developed clear criteria for each of the nine values, which are Excellence, Care, Integrity, Respect, Fairness, Democracy, Responsibility, Participation and Cooperation.

Each value was taught explicitly in classrooms and students were provided with;

- opportunities to discuss each value
explicit strategies of how to implement each value in the classroom, the playground and the wider community

markers to identify these behaviours within their peers

The introduction of values into the school has guided student welfare and discipline. Students who have displayed an understanding of the values are recognised during school assemblies and also have their names published within the Kalori, our school newsletter.

**Academic**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN) [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

Click on the link and enter the school name in the **Find a school** text box and select **Go**.

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)
**Number in bands:**

- **Year 3 Numeracy:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 6 students
  - Band 6: 1 student
  - Band 7: 3 students

- **State DEC:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 6 students
  - Band 6: 1 student
  - Band 7: 3 students

- **SSG:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 6 students
  - Band 6: 1 student
  - Band 7: 3 students

**Percentage in bands:**

- **Year 3 Numeracy:**
  - Band 3: 0%
  - Band 4: 0%
  - Band 5: 40.0%
  - Band 6: 33.3%
  - Band 7: 20.0%
  - Band 8: 6.7%

- **State DEC:**
  - Band 3: 1.5%
  - Band 4: 14.9%
  - Band 5: 20.9%
  - Band 6: 35.8%
  - Band 7: 11.9%
  - Band 8: 14.9%

- **SSG:**
  - Band 3: 7.1%
  - Band 4: 13.5%
  - Band 5: 25.0%
  - Band 6: 29.4%
  - Band 7: 11.9%
  - Band 8: 13.2%

**2008-2010 2009-2011 2010-2012**

- **School:**
  - 2008-2010: 129.5
  - 2009-2011: 31.3
  - 2010-2012: 71.0

- **SSG:**
  - 2008-2010: 84.2
  - 2009-2011: 71.0
  - 2010-2012: 81.5

- **State DEC:**
  - 2008-2010: 83.7
  - 2009-2011: 74.0
  - 2010-2012: 79.2

**Average progress in Reading between Year 3 and 5**

- School:
  - 2008-2010: 129.5
  - 2009-2011: 31.3
  - 2010-2012: 71.0

- SSG:
  - 2008-2010: 84.2
  - 2009-2011: 71.0
  - 2010-2012: 81.5

- State DEC:
  - 2008-2010: 83.7
  - 2009-2011: 74.0
  - 2010-2012: 79.2

**Progress in reading**

- **2008-2010:**
  - School: 129.5
  - SSG: 84.2
  - State DEC: 83.7

- **2009-2011:**
  - School: 31.3
  - SSG: 71.0
  - State DEC: 74.0

- **2010-2012:**
  - School: 71.0
  - SSG: 81.5
  - State DEC: 79.2
Progress in numeracy

### Significant programs and initiatives

#### Best Start and Targeting Early Numeracy (TEN)

Best Start initiative aims to ensure that all students are on track in literacy and numeracy. In 2012 staff were involved in using the literacy and numeracy continuums to monitor student learning by plotting students within the clusters of markers on the continuums. As a result of this we developed writing cluster groups and these were a focus part of our STL program.

The Best Start software program was also regularly accessed by staff in Early Stage 1 and Stage 1 to develop Early Learning Plans to plan for further teaching.

The Best Start initiative TEN (Targeting Early Numeracy) was ongoing in 2012. It initiative aims to provide support for students experiencing difficulty in numeracy in the early years (K-2).

In the classroom students are involved in daily 10-15min activities that focus on addition, subtraction and counting. Students develop different problem solving strategies, which assists them to progress in the area of Early Arithmetical Strategies.

TEN is both an intervention and enrichment aspect of teaching at Henty Public School.

Below is a table that illustrates the progression of students who were involved in the TEN program in 2012.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>125.8</td>
<td>66.7</td>
<td>88.6</td>
</tr>
<tr>
<td>SSG</td>
<td>91.1</td>
<td>92.6</td>
<td>101.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

#### Reading Recovery

In 2012 Reading Recovery was taught throughout the whole year. During this time two children were taught for half an hour each and every day. The children who accessed Reading Recovery had text reading levels ranging from level 2 to level 7 at entry. Upon discontinuing the program the instructional levels ranged from 16 to 20.

The children, who were in year one, had a range of abilities on entry to the program. Some already had strengths and needed building upon and others required teaching of skills and strategies in all areas. The children were all able to write a basic sentence at entry and knew some basic high frequency words. As the children developed skill and strategies to use their reading, and writing steadily improved.

All children who accessed Reading Recovery in 2012 were discontinued. Two of these were discontinued in December.
There will be no children carried over to 2013 and there were no children transferred or referred.

The rest of the year one children were of a high average reading level. The children who have discontinued the Reading Recovery program will assimilate back into the classroom at an average level.

The Year 2 and 3 children who were monitored this year have all made progress.

Next year, 2013, there will be 4 children accessing the Reading Recovery program per semester due to a teacher beginning training at the start of the year.

Aboriginal education

Our vision for reconciliation reflects both the values of Henty Public School and our family community.

Our vision for reconciliation is to work together to achieve equal outcomes and opportunities for all students.

We will work towards reconciliation through:

- Understanding and celebrating Aboriginal and Torres Strait Islander history and culture
- Including Aboriginal and Torres Strait Islander perspectives in learning (curriculum and teaching practices)
- Active involvement by Aboriginal and Torres Strait Islander families in school activities (home/school connections)
- High quality Aboriginal and Torres Strait Islander programs
- Providing opportunities for Aboriginal and Torres Strait Islander students to shine, and to share their heritage proudly
- Identifying barriers for Aboriginal and Torres Strait Islander students and breaking them down.

Teaching programs were supported by cultural visits. Through these visits children participate in dances, play musical instruments and developed an understanding of the values of Indigenous Australians.

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 mold our community’s culture.

National partnership programs

Empowering Local Schools

The Empowering Local Schools initiative allowed us to develop syllabus implementation of the new English Syllabus. It allowed staff to study and devise programs and learning activities to develop a scope and sequence for our school. Each stage had a team leader to help promote the initiative and develop within themselves leadership skills.

Money was used to:

1. Purchase of an interactive white board
2. Wireless internet installed across the school to improve technology infrastructure to enhance teaching and learning.
3. Increase SAO time to assist in the implementation of the LMBR Budgeting Tool.

Other programs

Support Teacher Learning Program (STL)

In 2012, a comprehensive STL program was developed to target students who were assessed as being considerably lower than the expected outcomes for their year level in writing and numeracy. Classroom teachers completed a referral letter and all students referred were included in the program. In addition to this, a whole school approach was adopted to the
explicit teaching of writing skills as per the Literacy Continuum.

Focus groups were developed according to age and specific needs and a program was delivered to these groups by the STL teacher each Thursday. See timetable below.

DEAC Program

Year 2-6 DEAC (Drop Everything and Count): The students were given the opportunity to improve counting skills through a variety of games. These skills included; doubling numbers, bridging to the decade, value of 0, counting over the decade and century, compensation strategy (addition and subtraction), jump strategy (addition and subtraction). Games were differentiated for some students as some children in year 2 were not facile counters. Most of the games played were taught to the STL teacher at the Teaching Early Numeracy program facilitated by Maria Armstrong

Reflection: This was a valuable time to allow students to practise known and new skills while playing a variety of games. Students were paired with others of similar ability and growth was definitely noticed in most students. The speed at which the students were able to count and use strategies was noticeably faster. Students were given the opportunity to share skills and strategies that ‘work for me’.

Progress on 2012 targets

Target 1

Improve spelling results shown in NAPLAN testing.

*Students in Year 3 will increase from 63% of students in bands 4-6 to 75% and students in Year 5 will increase from 61% of students in band 6-8 to 70%.*

Our achievements include:

- 84.2% of Year 3 students achieved in bands 4-6.
- 86.7% of Year 5 students achieved in bands 5-8. The target was not reached for bands 6-8 with 60% of our students achieving in those bands.
- Year 3 students achieved 11.4% better than the state using the same criteria and Year 5 students achieved 4% better than the state.

Target 2

Improve numeracy results shown in NAPLAN testing.

*Students in Year 3 will increase from 82% of students in bands 4-6 to 85% and students in Year 5 will increase from 62% of students in bands 6-8 to 70%.*

Our achievements include:

- 89.5% of Year 3 students achieved in bands 4-6.
- 66.7% of Year 5 students achieved in bands 6-8
- Year 3 students achieved 26.1% better than the state using the same criteria and Year 5 students achieved 10.8% better than the state.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Leadership and Mathematics.

Leadership

Background

In 2012 the school evaluated its practices across all areas of Planning. A SchoolMap survey tool designed by the Department of Education and Communities was used.

Findings and conclusions

Staff, students and parents responded to the following questions:

- The school leaders understand the school and get the best from them.
- The school leaders value the contribution of individuals and groups.
- School leaders accept responsibility for the quality of student learning outcomes.
- The school ensures that everyone at the school is treated fairly.
• Our school leaders introduce changes that are good for the students.
• The school is always looking for ways to improve what it does.
• The school involves all groups within the school community in deciding what it is aiming to achieve.
• Staff, parents and students are encouraged to take leadership roles at the school.
• School leaders inspire and motivate learners.
• School leaders are open to new ideas.
• School leaders discuss ways to improve my child’s learning.

Future directions
Parents, students and teachers have indicated that they are aware of the leadership of the school and that the roles and responsibilities they perform are improving learning.

Curriculum
Mathematics
Background
In 2012 the school evaluated its teaching practices across the area of Mathematics. A survey tool was used.

Findings and conclusions
The survey consisted on forty eight questions with topics ranging from classroom delivery to student engagement. The responses in all cases were very positive with 100% of the school community surveyed believing that Mathematics was being taught effectively with demonstrated outstanding learning outcomes for students.

Future directions
The Mathematical model of present teaching will continue to be a focus of classroom learning programs.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Of the parents surveyed 63% of the parents responded.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS is an attractive and well-resourced school</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The school welcomes parental involvement.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Parents encouraged to discuss their child.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The school is friendly.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The students are the school’s main concern.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The school has supportive welfare programs.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The school offers challenging programs for its students.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The school maintains a focus on literacy and numeracy.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The school teaches and</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
promotes core values. |  
---|---
HPS has competent teachers who set high standards of achievement. | 100%
A wide range of extracurricular programs are offered. | 100%
Technology is a focus. | 100%
The school promotes a healthy lifestyle. | 100%
Fair discipline exists within the school. | 100%
The school promotes its uniform policy. | 100%

Professional learning
100% of staff participated in professional learning activities in 2012 including the staff development days in terms 1, 2, 3 and 4. Staff participated in the mandatory programs such as Child Protection and Code of Conduct. The average expenditure per staff member was approximately $500. The total expenditure on professional learning, including funded programs such as TEN training, The Lighthouse Project, Best Start Program and Environmental Programs was approximately $10 000. All staff are accredited with three teachers maintaining Professional Competence.

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
Outcome for 2012–2014
NAPLAN testing will demonstrate 80% of students in Years 3 and 5 to be placed in bands 4 to 6 in Literacy.

2013 Targets to achieve this outcome include:
- All students to show growth in the analysis of school test data.
- Improved results in NAPLAN and school testing.
- All students will be able to identify the purpose and meaning of texts.
- Positive feedback from student reports to parents

Strategies to achieve these targets include:
- Analysis of annual school testing data to assess progress of students in all areas of literacy.
- Comprehension strategies:
  1. Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.
  2. Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
- Explicit instruction and feedback to both parents and students.
**School priority 2**  

**Outcome for 2012–2014**

NAPLAN testing will demonstrate 80% of students in Years 3 and 5 to be placed in bands 4 to 6 in Numeracy.

**2013 Targets to achieve this outcome include:**
- All students to show growth in the analysis of school test data.
- Term assessments indicate progress towards goals.
- Improved NAPLAN results
- Improved NAPLAN results
- Positive feedback from student reports to parents.

**Strategies to achieve these targets include:**
- Analysis of annual school testing data to assess progress of students in all areas of numeracy.
- Whole school assessment policy – assessment increased to term testing.
- Resources – evaluation and extension
- Monitor student progress
- Support teacher learning to be used after NAPLAN testing to address areas of need.
- Professional Learning – DEAC – K-2/STL
- Year Mathematic groups.

**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       Assistant Principal  
Janette Hahn       SAM (relieving)  
Graeme Newton      P&C President  
Jemma Harding      Teacher  

**School contact information**

Henty Public School  
43 Sladen St,  
Henty NSW 2658  
Ph: 02 69293184  
Fax: 02 69293057  
Email: henty-p.school@det.nsw.edu.au  
Web: www.henty-p.school.com.au  

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: