School context statement

Henty Public School has a long tradition of providing quality teaching and learning in a safe, happy and supportive environment. The school provides a safe and nurturing learning environment that develops respect, understanding and responsibility. The school is characterized by a high quality teaching and learning environment supported by experienced and committed staff. There is an emphasis on achievement with strong literacy and numeracy programs, innovative information and communication technologies, environmental education and creative arts. The school enjoys the support of an active Parents’ and Citizens Association and strong relationships with organisations within the community. Henty Public School is a member of the Morgan Country Learning Community, working collaboratively with primary schools feeding into Billabong High School and coordinating explicit professional development to support student academic and social progress. The school is one of 229 schools implementing the Learning Management and Business Reform which has resulted in major changes to the manner in which schools’ budgeting, finance and student wellbeing is managed within the school.

Principal’s message

Our students have continued to excel in academic, sporting and creative pursuits during 2014.

Our school fosters quality teaching and learning with a strong emphasis on literacy and numeracy while providing extensive opportunities for students to participate in extracurricular programs and activities as outlined in this report.

Henty Public School Staff are highly skilled and have a passion to afford all students with enviable opportunities. They strive to provide the best possible education for our students within a caring and supportive environment.

Educational programs are planned and implemented with a view to impacting positively on every child’s academic, cultural, sporting and social development. All members of staff are also very conscious of the importance of promoting and nurturing school values assist students in making positive contributions within the school and wider community.

The new school plan invites and encourages the school community to be actively involved in contributing toward the development of the schools’ strategic directions and school priorities. Our school has the opportunity to meet local needs by working together to ensure that resources are directed to support students.

Cultural and extracurricular opportunities abound at Henty Public School. The school art and band programs continue provide valuable creative arts opportunities for students. The peer support program was established with the support of the Henty Rotary Club. The significance of the RAP program was highlighted with the success of students presenting NAIDOC speeches at state level, staff member Mrs Joanne Malmo being recognized at the Proud and Deadly Awards and an official ceremony to mark the raising of the Aboriginal flag of Australia at our school. Students continue to excel in debating and public speaking and the success of the environmental program was evidenced with the launch of a book outlining the history of the Henty Machinery Field Days at the Henty Machinery Field Days. Sporting achievements resulted in students being recognised at Southern Riverina, Riverina and State levels.

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 Theresa Kane
P & C message

In my role as president of the Henty Public School P & C Association I was surprised as to how much I enjoyed the job. My interaction with the children on a weekly basis as a scripture teacher has enabled me the opportunity to see firsthand the dedication of the teaching staff and has enabled me to develop a deeper understanding of what is involved in the role of a teacher.

Our annual fundraising event is catering at the Henty Machinery Field Days. It brings in funds that schools of our size could only dream of and you can see the results around you; with a school that is outstandingly well resourced. This event highlights the manner in which the Henty community actively support and are involved in our school. It is an exhausting and exhilarating event and I encourage all parents to become involved in this opportunity and involved in the P & C.

We were lucky to form six classes this year. The P & C supplied funds that enabled the classroom adjacent to the canteen to be modified and fitted out as a classroom; this included purchasing an interactive whiteboard. The P & C funded the purchase of a second hand ride on lawnmower, which is saving the school money, for the hire of a lawnmower.

P & C continues to hold a family barbecue at the start of Term 1, to welcome new families. We contribute financially to support students representing the school at state level and partially funded the bus cost for the Year 5 & 6 excursion.

Our tribute to former art teacher and life member of the P & C Mrs Elizabeth was completed this year. Mrs Nat Frazer is thanked for her care and talent with this project.

Thank you to all who have assisted over the past year.

Student representative’s message

This year has been very successful for the SRC, we had many fundraisers where people were more than happy to donate money to go towards good causes. Fundraisers included the Pink Stumps Day, Footy Colours Day and a disco raising money for the Tear Organisation, working in Afghanistan.

We had two discos during the year and both a Mother’s Day and Father’s Day stall. The final big event for the SRC was Henty’s Got Talent and Henty Public School student certainly do have talent. The judges had a difficult job and we ended up with a draw for first place which was an individual solo and group dance routine.

The SRC play a very active part in helping our school be the best it can and the SRC put forward plenty of ideas to support our new school plan.

Finally, we would like to thank the SRC members in year 6 and the representatives from the other classes who played their part in making our year so successful. Remember the SRC is the voice of students and the staff and school are always ready to listen. We wish next year’s SRC a great year as they continue to support students at Henty Public School.

Student information

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

Student enrolment profile

![Enrolments Graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tom Martin
President

Sophie Bedggood
Secretary
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>92.9</td>
<td>97.7</td>
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<td>92.9</td>
<td>96.3</td>
<td>95.8</td>
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<tr>
<td>1</td>
<td>91.5</td>
<td>96.4</td>
<td>91.4</td>
<td>95.7</td>
<td>93.3</td>
<td>95.0</td>
</tr>
<tr>
<td>2</td>
<td>87.3</td>
<td>94.1</td>
<td>94.8</td>
<td>92.1</td>
<td>95.0</td>
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<td>3</td>
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<td>96.2</td>
<td>91.8</td>
<td>96.7</td>
<td>90.4</td>
<td>95.1</td>
</tr>
<tr>
<td>4</td>
<td>92.3</td>
<td>96.5</td>
<td>93.4</td>
<td>92.0</td>
<td>97.0</td>
<td>92.7</td>
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<tr>
<td>5</td>
<td>93.5</td>
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<td>95.5</td>
<td>95.0</td>
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<tr>
<td>6</td>
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<td>95.4</td>
<td>96.8</td>
<td>96.6</td>
<td>95.8</td>
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<td>Total</td>
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<td>93.7</td>
<td>94.6</td>
<td>94.8</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8.01</td>
<td></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no indigenous staff at Henty Public School.

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>22</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>55</td>
</tr>
</tbody>
</table>

Professional learning

Professional Learning activities occur regularly throughout the year in staff meetings, on staff development days. All teaching staff received compliance training in CPR, Child Protection, Code of Conduct and Anaphylaxis training.

Staff with specific responsibilities attending explicit training in their area of expertise and all staff completed sensory motor training to support the introduction of the Alert Program at the school.

As members of the Morgan Country Community of schools, staff attended combined staff development at Billabong High School focused on moderating writing samples against the literacy continuum.

Financial summary

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

Financial Summary for the Year Ended 31 December 2014 (Henty Public School)*

<table>
<thead>
<tr>
<th></th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>4,231</td>
</tr>
<tr>
<td>Revenue</td>
<td>(1,412,047)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(1,315,371)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(20,459)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(75,231)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(986)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>1,313,129</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>1,213,159</td>
</tr>
<tr>
<td>Employee Related</td>
<td>1,214,413</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>98,725</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>(98,908)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(94,677)</td>
</tr>
</tbody>
</table>

* date source: Schools Finance - Learning and Business

The information provided in the financial summary is current as at the end date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.
The Ram data is the main component of the ‘Appropriation’ section of the Financial summary above.

A full copy of the school’s 2014 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 programs 2014

Sport

Henty Public School has had a busy year on the sporting arena with many areas of sport being covered across 2014. Students have been provided with numerous opportunities to participate in a variety of experiences this year.

Our three main carnivals swimming, athletics and cross country were held in term 1 and 2 this year. This year was the first year that the school has held the athletics carnival at Billabong High School. It was great to connect with our local high school and use their facilities.

Various gala days were also available for students to participate in, including Bernie O’Connor Football and Netball Carnival, Super 8’s cricket and the Paul Kelly Cup. We also had the Tony Lockett Shield this year and Henty Public School were the runners up in the local division. From these carnivals and gala days, we had many children qualify to participate in the zone carnivals and Riverina trials.

We had one student, Brenten Keogh (Year 6) play in the Riverina Golf team at the state carnival in Port Macquarie. We have various students attend the Riverina Swimming Carnival and three students represent Southern Riverina at Athletics and a number of students represent Riverina in Cross Country.

Henty Public School had their first student to attend basketball trials this year. Imogen Jones attended the State Basketball Championships in Albury.

Term 4 was again filled with school tennis championships as well as Intensive Swimming which is offered to students who cannot swim 25m for survival. Lessons over ten days assist the selected students to learn techniques and skills to survive in the water.

This year the whole school again participated in the Premiers Sporting Challenge (PSC). 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 again received an overall gold achievement.

This year a morning fitness program was reintroduced into the school. Structured activities for 15 minutes, four mornings a week provide students with fundamental movement skills and skills to increase fitness. This is a great initiative to support a healthy lifestyle for each child.
Reading Recovery

Reading Recovery at Henty Public School continues to be an active and valued program. A total of 5 children from Year 1 accessed Reading Recovery for 2014. The entry of text levels ranged from 3 to 17 and the discontinued instructional levels were a range of 17 to 23. All children were discontinued with the final 2 children discontinued in December. There were no children transferred or carried over at the end of the year.

The children involved in the program upon completion were of a good average reading level and will assimilate back into the classroom at an average reading level for the cohort, with the later intake of children testing out at the average for the class.

Learning and Support Teacher

Learning Support forms an integral part of our school as we recognise that not all students learn in the same way. Assistance has been provided for students requiring additional support in the Key Learning Areas of English and Maths and for students requiring behavioural/social support.

At the beginning of each term, the classroom teachers provided the LaST facilitator with a list of students who required additional assistance and a timetable was created allowing for maximum use of resources and time without hindering the students’ class time. Groups were formed according to the needs and ability levels of the students.

As required, classroom teachers requested time for new students to be tested on various aspects of the curriculum, this was carried out during allocated LaST time.

A thorough inventory of all students with additional needs was developed in conjunction with the Assistant Principal, this led to some excellent outcomes as we highlighted students who required follow up attention from professionals and staff. This document is now available for all staff to view and adjustments are forwarded to the LaST facilitator and AP.

Academic achievements

NAPLAN

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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Numeracy

Other achievements

Peer Support Program

In 2014 the school implemented a Peer Support Program as part of our efforts to enhance the mental, social and emotional wellbeing of all...
students, from K to Year 6. The aim of the program was to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to make healthy life decisions.

Two staff members attended the staff training day held in Wagga Wagga and spoke highly of the training and support provided. The staff members then up skilled the rest of staff about the program. To successfully implement the program in the school we trained our current Year 6 students up as the peer leaders; to empower them to support each other and lead the way for the younger students.

The student training involved a leadership training program; that was provided out of the school premises on an overnight camp. The training included team building activities and providing students with opportunities to develop their leadership skills further.

The program was implemented for the whole school, and the selected topic was Keeping Friends. It proved to be very successful and popular with both staff and students. The formation of peer support groups, with a mix of children from K-6, led to better interaction in the playground and leaders developed significant greater relationships with members of their groups.

We were fortunate to receive support from our local Rotary Club, providing financial aid and maintaining ongoing interest and involvement in our program, including visiting and participating in sessions.

Significant programs and initiatives – Policy and equity funding

Reconciliation Action Plan Report 2014

It has been an exciting year for Reconciliation at Henty Public School. We have accomplished more and more goals while continuing to recognise the traditional owners of this land and their varied cultures and traditions.

At the end of 2013, we received a grant from the Greater Hume Shire, allowing us to erect a new flagpole from which the aboriginal flag now flies. On Friday 17th October, we held a ceremony marking the inaugural raising of an aboriginal flag in Henty. We were honoured with special guests: Aunty Nancy Rooke, David Wighton, Jodie Whitley Representing the Greater Hume Shire, Russell and Peta Shoemark (pole construction) and Mr Gary Terlich (Rotary Club of Henty). Along with community members, we celebrated the raising of the flag with a welcome to country by Aunty Nancy and David Wighton, who spoke the welcome in language. Jodie Whitley addressed the gathering with a note of congratulations from the shire and after a moving moment when the flag was raised, the Henty Public school choir sang, ‘From Little Things, Big Things Grow’.

Four students from Henty Public School entered the Riverina NAIDOC Public Speaking and Debating challenge. Pairs of students were asked to present a speech about Indigenous people who have and are currently serving for Australia in the armed services. Two students, Issaiah Thommers and Preston Coe continued onto the State finals in at Parliament House in Sydney on November 2nd, and were placed sixth overall.
The year culminated in Mrs Joanne Malmo being awarded a Proud and Deadly Award for her support of Aboriginal Education.

Henty Public School and our family community continue to work towards reconciliation through:

- Understanding and celebrating Aboriginal and Torres Strait Islander history and culture.
- Active involvement by Aboriginal and Torres Strait Islander families in school activities.
- High quality Aboriginal and Torres Strait Islander programs

Identifying barriers for Aboriginal and Torres Strait Islander students and breaking them down.

Multicultural education and anti-racism

This year, Henty Public School recognised our multi-cultural society by acknowledging all races, colours, descents, national or ethnic origins or immigrant status. Our teaching and learning programs reflect this acknowledgement through careful selection of texts, video clips and open discussion. We celebrated Harmony Day by wearing orange clothing to school and the students were engaged in a variety of activities that helped enhance their understanding of our multi-cultural society and the many and varied interests it brings to our lives.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff feedback and surveys
- Parent surveys
- Student surveys

School planning 2012-2014:

School priority 1

NAPLAN data will show students in Years 3-5 achieving improved outcomes for Numeracy.

Outcomes from 2012–2014

NAPLAN testing will demonstrate 80% of students in Years 3 and 5 to be placed in bands 4 to 6 and 6 to 8 respectively in Numeracy.

Evidence of achievement of outcomes in 2014:

- All students demonstrated growth in the analysis of school test data.
- 95% of students demonstrated growth between Year 3 and Year 5 NAPLAN results.
- 75% of students were placed in bands 4 to 6 in Year 3.
- 66.7% of students were placed in bands 6 to 8 in numeracy.

Strategies to achieve these outcomes in 2014:

- Analysis of school and NAPLAN data to assess progress of all students in all areas of numeracy.
- Intervention programs for students at risk
- Monitor student progress

School priority 2

Reconciliation Action Plan to be adopted by school and community.
Outcomes from 2012–2014
Understand and celebrate Aboriginal and Torres Strait Islander families in school activities and events.

Evidence of achievement of outcomes in 2014:
- Increased parental awareness of Aboriginal Education.
- Flaggpole for Aboriginal flag
- Increased student awareness of Aboriginal Education.

Strategies to achieve these outcomes in 2014:
- Publically display our school’s respect for and knowledge of Aboriginal and Torres Strait Islander cultures and histories.
- Include Aboriginal and Torres Strait Islander people’s perspective in a range of curriculum areas.
- Support Aboriginal and Torres Strait Islander students to reach their full potential.

School priority 3
Students will complete survey of wellbeing to allow evaluation of issues and plans to be developed to measure improved feeling of self-worth.

Outcomes from 2012–2014
Students will complete survey of wellbeing to allow evaluation of issues and plans to be developed to measure improved feeling of self-worth.

Evidence of achievement of outcomes in 2014:
- Students in Years 3-6 completed wellbeing survey and staff collated verbal responses to provide data reflecting student perception of wellbeing.
- Review of discipline and welfare policy.
- Students K-6 involved in development of revised welfare policy.

Strategies to achieve these outcomes in 2014:
- Values charts in rooms and students modelling values.
- Rewrite Welfare Policy including internet browsing.
- Social skills lessons for targeted students and introduction of the Peer Support Program.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school places a high value on parental involvement.</td>
<td>100% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>The views of parents are sought, listened to and acted upon, on a regular basis.</td>
<td>100% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>Parents are involved in key decision making processes about the school and their children.</td>
<td>87% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>The children’s needs are managed collaboratively between parents, teachers and children</td>
<td>93% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>The school goes out of its way to make parents feel welcomed and involved.</td>
<td>100% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>The students are the school’s main concern.</td>
<td>100% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>The school caters for learning needs of all students.</td>
<td>100% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
<tr>
<td>The school is continually finding ways to improve what it does.</td>
<td>100% responded with ‘agree’ or ‘strongly agree’.</td>
</tr>
</tbody>
</table>

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014, the school sought the opinions of parents, carers, students and staff in relation to the future school planning process. Parents, students and staff were surveyed or interviewed.
in order to collect data to support the formation of the school plan.

The evaluation process resulted in a review of our strengths, opportunities and further areas for development. This coincides with a time of reform within the department including updated and realigned syllabus documents, the implementation of the Local Management Business Reform, Local Schools, Local Decisions and the need for increased proactive community involvement.

As a result, three key strategic directions were identified as the basis for a shared commitment to future development across the school community. The strategic directions included Student Learning and Opportunities, Teacher Development and Reflection and Community Engagement and Involvement.

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.

Theresa Kane Principal (relieving)
Julie Clancy Assistant Principal
Mary D’Arcy-Liston Assistant Principal
Janette Hahn SAM (relieving)
Grenville Coe P & C President

School contact information

Henty Public School
43 Sladen Street
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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: