

Hill End Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Hill End Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Christopher Grossett

Principal

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Message from the Principal

This year has been a year of remarkable success for our students. Individually, the boys and girls have worked hard to reach their own academic targets in important school subjects.

Students have engaged in activities such as science projects, designing playgrounds, individual reading projects including topics such as snakes, horses, sharks, fighter planes and have also worked on combined reading projects using Robert Louis Stevens *Treasure Island*.

They have worked hard to master maths and have applied these skills when running their own gardening businesses. Of course they have enjoyed getting their hands dirty in the school garden.

At sporting events, our boys and girls competed strongly and successfully in a number of local competitions.

At local eisteddfods, the boys and girls sang, recited and performed their way to victory. At the Bathurst Eisteddfod, our school won a 1st in verse speaking, a 1st in choir and a 2nd in percussion.

At the Mudgee Small Schools Eisteddfod, our school won first for Verse Speaking, 3rd for Drama and 3rd for Music. Our school was the only one to gain a place in all three categories and, as a result, won the Mudgee Small School Network Perpetual Trophy for the first time ever.

For the past three years, Hill End Public School has coordinated a debating competition using Video Conferencing technology. The competition brings together students from distances of many hundreds of kilometres. This year, the competition was fierce with students from twelve schools vying for the title of Small Talk champion. After an amazing competition including winning a semi-final and making their way into the grand final, our students were awarded the title of Small Talk Grand Champions for 2016.

2016 would not have been so successful for our students had it not been for the parents, our community and the staff here at the school. The pride, effort, care and respect shown by our students time and time again, is representative of their parents, carers and families.

The success the children have at school also comes from the wonderful and dedicated staff at Hill End Public School.

The staff all share the same vision: to make our school the best place possible for our students. It is a credit to their hard work, heart and effort that Hill End Public School stands brightly as a place of educational initiative and care for our students.

We are committed to providing the best education that we can for the students and I am proud to say our educational

programs are encouraging, supportive and responsive to student needs.

Finally, I offer my sincerest thanks to our commendable community. For the past 146 years, the Hill End community has supported and engaged with our school, our educational programs and our staff and students.

In 2017, I look forward to continuing to serve our school and our community with pride.

Christopher Grossett

Principal

School background

School vision statement

Our school's vision is to enable each child to reach his or her potential. It aims to provide individual enrichment for students and comprehensive educational experiences which enhance the intellectual, physical, social and emotional development of all students.

School context

Hill End Public School is a small primary school located in a rural and isolated area, situated midway between the larger centres of Bathurst (85km) and Mudgee (75km). The school is staffed by a small group of experienced teachers and colleagues and has a current K–6 student enrolment of eleven..

The school is situated within an Historic Site managed by the Parks Service Division Office, Environment and Heritage NSW. This unique, preserved setting is visited by thousands of tourists each year. The school is a focal point in the village and community.

Key focus areas for the school include catering for individual student strengths, developing positive and constructive parent–school partnerships, and enhancing networks, both within the Department of Education and Communities, and within the wider community. Planned directions for the school include individualised teaching and learning for all students, along with providing opportunities for engaging students and enriching their learning experiences.

Self–assessment and school achievement

Self–assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains; Learning, Teaching and Leading.

This year, the teaching staff at Hill End Public School have continued to focus on developing a working understanding of the School Excellence Framework,. This knowledge has in turn been used to reflect on all elements of teaching and learning at the school and chart future pathways leading the school towards excellence.

In the domain of Learning, we have invested time and effort into the learning culture, wellbeing and assessment and reporting. All staff at the school take a collective responsibility for student learning and success. Encouragement and support has reinforced the high expectations placed on students at the school. Evidence of students taking responsibility for their learning is apparent through students involved in discussion, selection and reflection of personal learning goals. Positive wellbeing has been fostered through clearly articulated behavioral expectations and the implementation of the Fun Friends personal wellbeing program throughout the school. Clear confirmation of the positive learning environment created at the school is evident through high student attendance rates, positive peer relationships and open, respectful relationships between staff and students. Throughout the year the importance of accurate assessment and reporting has continued to drive teaching and learning activities.

In the domain of Teaching, our priorities have been built around data skills and use. All teaching staff have continued to develop effective classroom programs, alongside monitoring and assessment strategies, to track outcomes and inform future directions. Progress in this domain has been evident in 2016 through the development and use of a 'cloud based' classroom program. This new programming system has allowed for flexible delivery of teaching activities and units of work, to meet student needs and engage interest.

In the domain of leading, our priorities during 2016 have been focused on conduct leadership within the community. This

aspect has been supported by work within the Mudgee Small Schools Network to develop a 'shared table' approach to our educational activities taking place within the school gardens. Details of this success have allowed students to share their work and learning, with an extended small school community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of quality education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENTS

Purpose

All students achieve individual targeted outcomes across all Key Learning Areas.

To improve student achievement through quality teaching and learning in all areas of literacy and numeracy.

To improve the educational outcomes of students.

By working together, schools, the community, parents and families can increase their combined capacity to positively influence student outcomes.

Overall summary of progress

Our continued school-wide focus on individualised and inclusive teaching programs and learning activities, has allowed us to achieve significant progress in this strategic direction through 2016. A refined approach to writing Individual Learning Plans, setting academic targets and recording student progress has enabled teaching staff to identify areas of student needs, develop activities for support, and to enable further student academic growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will record individual targeted outcomes tracked within Individual Learning Plans.	Assessment data was examined from a range of sources. All students had revised or new Individual Learning Plans written for 2016. Targets were then modified to enable students to take ownership, monitor and track their own progress.	\$9100 (RAM Funding and Initiative Funding)
Student data will be measured through individual targeted growth using PLAN data, relevant clusters of the Literacy and Numeracy and Continuums and through syllabus outcomes.	PLAN data was updated regularly and used to build responsive classroom programs throughout the year.	

Next Steps

Continued use of a range of assessment tools and models, to refine and accurately report on student progress and achievement.

Use of assessment data to identify any areas of teacher professional learning to be undertaken.

Strategic Direction 2

ENGAGEMENT

Purpose

All students will undertake high quality, engaging lessons in all Key Learning Areas.

To improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. To offer avenues to succeed as citizens in a global society.

Overall summary of progress

Creating and engaging students in relevant and inclusive lessons and activities, has continued to be a key focus within the school throughout 2016. As the children at the school work and learn within a multi-stage classroom, particular attention has been placed upon creating differentiated experiences relevant to each child's individual academic skills and abilities.. The result of this attention has seen growth by all students across both the literacy and numeracy continuum documents in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will be able to clearly articulate expected learning outcomes and criteria from tasks, activities and lessons.	Throughout 2016, all primary students were able to clearly articulate expected learning outcomes and individual academic targets.	\$1900 (RAM and Initiative Funding)
All students will be able to effectively use relevant Information Technology including multimedia to present and publish work across all Key Learning Areas.	In 2016, all primary students were able to use a range of Microsoft applications to write and publish texts. These students also developed skills in writing, storing, accessing and publishing their work via 'cloud based' online software (OneNote). All infants students were able to write texts using basic computer software.	

Next Steps

Continue to monitor and apply relevant and education information technology for all students within the school.

Focus technology lessons on both a combination of hardware (stop motion) and coding in 2016.

Strategic Direction 3

PARTNERSHIPS

Purpose

That school, parents and community partnerships are encouraged and enhanced in order to enrich student engagement and outcomes.

To improve the educational outcomes of students.

By working together, schools, the community, parents and families can increase their combined capacity to positively influence student outcomes.

Overall summary of progress

Strengthening and maintaining partnerships is seen by all staff members as critical to ensuring that the school remains a place of high quality education for all students. Locally, the school has been well supported by both the Parents and Friends Association, a more extensive Friends of Hill End Public School Network, plus a number of local community organisations including the Hill End Arts Council, Common Trust and the National Parks and Wildlife Service NSW. These partnerships continue to develop and contribute to the education of the children through supporting classroom programs and extracurricular activities. Further afield, the staff and school have engaged with numerous schools both small and large in combined units of work and initiatives, such as the Small Talk Video Conferencing debating competition.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maintain high levels of Parents and Friends involvement both in planning and the overall understanding of educational processes taking place within the school. This is evident through formal and informal feedback, support and parent contribution.	Continued support and involvement by the Parents and Friends Association remained high throughout 2016. This was evident through participation within the school environment and formal parent and carer surveys.	\$1900 (RAM and Initiative Funding)
An effective framework is used to guide Professional Learning across the MSSN and broader educational network.	In 2016, the Mudgee Small Schools Professional Learning Framework was further refined to reflect ongoing reforms within the department. A focus for 2016 included developing knowledge and a working understanding of the School Excellence Framework, and developing a strategy to bring classes from different closer together with work, reporting and activities.	
Engaging student extra-curricular activities are used to complement and enhance educational programs within Hill End Public School.	A number of highly engaging and successful activities were employed in 2016. These included participation at two local eisteddfods, and coordinating and participation in the Small Talk Debating competition.	

Next Steps

Continue to monitor and access schools and educational groups to the benefit of Hill End Public School

Maintain and strengthen connections with local organisations and groups in order to develop a responsive and sustainable School Management Plan for 2018 – 2020

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students recorded individual progress in both reading skills and comprehension aspects of the literacy continuum	\$1532
Low level adjustment for disability	All students K–2 had regular Reading Recovery Level assessments completed throughout the year, tracking individual progress.	\$362
Socio–economic background	Student assessment undertaken through the literacy and numeracy continuums, showed evidence on individual progress in all aspects of learning.	\$2002

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	3	5	7	5
Girls	2	5	6	7

Student attendance profile

School				
Year	2013	2014	2015	2016
K			93.4	91.4
1	96.6	93.6	94.5	93.5
2	100	100	98.9	95.7
3	99.2	96.7	98.4	93.5
4	98.9	97.3	94.5	95.7
5		98.9	96.4	97.8
6		100	95.7	97.1
All Years	98.7	97.7	95.7	94.9
State DoE				
Year	2013	2014	2015	2016
K			94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5		94.8	94	93.9
6		94.2	93.5	93.4
All Years	94.7	94.8	94	94

Hill End public school operates a clear and pro-active school attendance policy and process.

Phone calls are made to check on the welfare of any child absent from school with no notification.

Student attendance in 2016 has again been acceptable and above the NSW State average.

Class sizes

Class	Total
HILL END 2016	11

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

No indigenous staff members are employed at this school.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	33

Professional learning and teacher accreditation

In 2016, Hill End Public School staff undertook a number of professional learning activities and events, these included;

- CPR revision
- Anaphylaxis training
- Code of conduct review
- Library – Oliver
- Fun Friends
- Principal's Network Meetings
- ICT Coordinator Update

ERN Family Management and Maintenance

Mudgee Small Schools Network Staff Development – PLAN software

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	64 897.00
Global funds	41 303.00
Tied funds	32 704.00
School & community sources	6 944.00
Interest	1 378.00
Trust receipts	137.00
Canteen	0.00
Total income	147 366.00
Expenditure	
Teaching & learning	
Key learning areas	11 786.00
Excursions	3 677.00
Extracurricular dissections	117.00
Library	1 017.00
Training & development	205.00
Tied funds	33 405.00
Short term relief	473.00
Administration & office	11 463.00
School-operated canteen	0.00
Utilities	8 015.00
Maintenance	6 115.00
Trust accounts	137.00
Capital programs	1 615.00
Total expenditure	78 030.00
Balance carried forward	69 335.00

School performance

In 2016, two students from Hill End Public School sat NAPLAN assessments. Due to the small size of the cohort and reporting protocols, results are not able to be published or commented upon. Families receive individual reports on student achievement and are offered the opportunity to meet with teaching staff to discuss aspects of the assessment.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Comment and feedback was sought through discussion, meetings and surveys. A summary of the responses and results are presented below.

In 2016, students took part in two 'Tell Them From Me' surveys to measure many aspects of their school lives. Over the two surveys, the results proved to be very positive.

100 % of students felt that they were interested and motivated to learn at school, along with 100% believing they displayed good behaviour, had a positive sense of belonging at school and, valued the outcomes gained from school. Positive teacher–student relations scored an 8.6/10 through the surveys reflected in the working relationships the children have with staff at the school. Another outcome from the surveys was that 0% of students felt that they had been a victim of bullying at the school; this aspect is evident in the warm friendships maintained by the children.

In 2016, parents were surveyed about school management and school culture. In the aspect of school management, the responses were very positive with parents believing strongly that the school accurately measures the success of programs, that staff genuinely care about the students and that the educational needs of all students are met. In the aspect of school culture, the responses were very positive, with all parents and carers responding 'almost always' to questions relating to the school's acknowledgement, encouragement and provision of needs, for all children.

Finally, all staff at Hill End Public School continued to be proactive in the work, support for work and departmental reforms. Staff constantly embrace professional development that continues to improve student outcomes.

Once again, the staff offered their time, effort and expertise far and beyond what was expected. As a result the school continued to operate in a professional yet supportive manner for students, staff and guests alike.

Policy requirements

Aboriginal education

Aspects of Aboriginal culture are taught within classroom lessons using characteristics of 8 Ways Aboriginal Pedagogies.

In 2016 all students enjoyed and engaged in combined Nadioc Day activities with a number of small schools. The celebration was held at Goolma public school and included an exciting variety of cultural lessons, events and games.

This year the students also performed the poem 'Spiritual Song of the Aborigine' at two eisteddfods winning high praise for their enthusiasm and effort.

Multicultural and anti-racism education

Hill End Public School continues to operate as a place of tolerance, inclusiveness and respect for cultural diversity. In 2016, the children engaged in the Fun Friends personal development program. Through this program, the children developed a stronger sense of respect towards other people and themselves. They also established strategies for building relationships with children from all cultures and backgrounds.

Other school programs

Stephanie Alexander Kitchen Gardens

Once again, the school kitchen gardens have proved to be a valuable and engaging place to build teaching and learning activities. In 2016, the focus remained on teaching children the fundamentals of planting, caring and harvesting food from the gardens. This focus was complimented by a further focus on seed saving activities.

In the second half of the year, our year 4– 6 students used their knowledge of gardening to undertake their own small businesses. The children controlled all aspects of their businesses from designing the logos, selecting and raising their seeds, to marketing and selling the seedlings. The project proved to be highly successful with the students incorporating numerous skills from the English, Maths and Science syllabus documents. The student businesses also proved to be a wonderful way to engage the community with many seedlings being sold to locals.

Hill End Public School Art Camp

This year, our school once again hosted students from around the region to learn, experience and express themselves in a three day art camp. Nearly forty students from ten small schools enjoyed working and learning under the guidance of four wonderful guest artists including Jeannie Holmes, Sue Fardell, Marianne Kimm and Nic Mason. Our warmest thank you goes to each of the artists for giving their time and energy to the children. A big thanks also to Luke Sciberras for inviting the students into his studio and spending time sharing his skills and talent. The children had many thoughtful questions for Luke and he certainly inspired them all.

Video Conference Debating

Now into the third year, the Small Talk debating competition, pioneered and coordinated by Hill End Public School, again proved to be a great success.

The competition uses Connected Classroom video conferencing technology to bring together students hundreds of kilometres apart. This year, the competition

brought together nearly one hundred students from twelve small schools. Debate topics were varied and interesting with an incredible amount of thoughts and effort by students in preparation for the debates. After an intense round robin series of debates, winning their way into the semi-final and then into the grand final, the students of Hill End public School were awarded the title of Small Talk champions for 2016.

Eisteddfods

In 2016 our students competed strongly in two local eisteddfods. At the Bathurst Eisteddfod our school won a first place in verse speaking, first in choir and second for percussion. At the Mudgee Small Schools Eisteddfod our students won first for verse speaking, third for drama and 3rd for music. Hill End Public School was the only school to gain a place in all three categories and as a result won the Mudgee Small Schools Network perpetual trophy for the first time ever.

Mudgee Small Schools Swimming Carnival

Once again we were thrilled with both our student's presentation, effort and behaviour at the Small Schools Swimming Carnival. The Hill End community was rightly proud of the students and the results.

Claire English – 1st 16m Freestyle, 3rd 16m Breaststroke,

Grace Browne – 1st 33m Breaststroke, 2nd 33m Freestyle

Ronald Merritt – 1st 33m Breaststroke, 2nd 50m Freestyle

Liam English 2nd 33m Breaststroke, 3rd 33m Backstroke.

3rd place 4x 50m relay

Mudgee Small Schools Athletics Carnival

With gritty determination (and warm jackets), the students from Hill End Public School competed strongly at the 2016 Small Schools Athletics Carnival. While the wind may have been icy, the enthusiasm and support our students showed towards each other was heart warming.

Grace Browne– 2nd discus, 2nd 800m, 2nd 200m and 3rd High Jump

Jaiden Roach 1st shot-put, 3rd Discus, 2nd High Jump, 3rd 200m and 5th Long jump

Canberra Excursion

In November, our senior students undertook a major excursion to the nation's capital – Canberra. The children had an exciting and wonderful adventure exploring the city and came away with new knowledge and some special experiences

.On the first day, we travelled from Hill End and stopped at Cowra for lunch. The students also

discovered an awareness and understanding of the Cowra POW camp before travelling on into Canberra.

On the second day, we stopped at Questacon. What an exciting place for children! The entire building is dedicated to making science informative, engaging and fun for children. There are literally hundreds of hands on experiments that children can engage in. After lunch we were given a guided tour of the Australian Mint and the history and process of making money! After visiting the mint our amazing and informative guide Bernie Baker took us around the Embassies and High Commissions near Parliament House.

That evening, we visited Cockington Green Gardens and the miniature village. The next day began with a visit to the Australian War Memorial (AWM). The AWM is of course a place of mixed emotions for most people. It can be both a place of sadness, yet also a place of great pride, reflecting on the service of Australian soldiers who have defended our nation.

After the AWM, the children explored the National Zoo and Aquarium before heading to Black Mountain Tower in the evening. It goes without saying that Hill End students are always well mannered, polite and show interest in learning new challenges. The 2016 Canberra excursion was no exception.