

# Hillston Central School Annual Report



2016



2165

## Introduction

The Annual Report for **2016** is provided to the community of **Hillston** 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.

Sandy Ryan

Principal

### School contact details

Hillston Central School

62-80 Moore St

Hillston, 2675

[www.hillston-c.schools.nsw.edu.au](http://www.hillston-c.schools.nsw.edu.au)

[hillston-c.School@det.nsw.edu.au](mailto:hillston-c.School@det.nsw.edu.au)

6967 2277

### Message from the Principal

Each school year features significant events that contribute to the long term culture of the school. In 2016 the cultural highlight was the musical production of "Alice in Wonderland." The wonderful performances allowed a great number of students from across the school to demonstrate their singing and acting skill to the wider community. While such a professional production needs the whole school community to be involved, the skills of Ms Sarah Maher, producer, and Mr Jim Laurich, director, were highlighted in the professional performance of all the students; the participation of so many students from across the school; the willingness of local business to donate and the strong support from parents and relatives and friends at the performances all made the evening exceptional. Our success was recognised at the Carrathool Shire Council's Australia Day Awards, winning the 2016 Community Event of The Year. This is a great example of the sense of community we enjoy at Hillston Central School.

Throughout the 2016 school year there have been numerous examples of the willingness of staff to contribute over and above their classroom responsibilities. Students have explored the Warrumbungles on the secondary excursion and Canberra for the primary excursion. Local excursions have ensured students are exposed to cultural events such as djembe drumming and performances in Griffith. Sport has seen students achieve at State level, in RAP sports teams and attend workshops at school.

The school adjusted to changes in staffing during the year. Notably Mr Chapman retired from the Department of Education after many years of dedicated service, not only to Hillston Central School, but also to many schools and communities across New South Wales. Following the merit selection process I was successful in gaining the principal's position and through a similar process Mrs Blunden was appointed SAM. Other new staff are Mrs Moll who joined the Learning Support Team to provide intervention in the K-2 classrooms under the Early Action for Success initiative.

The Riverina Access partnership has continued to evolve and deliver quality educational options to stage 6 students. With our HSC results reflecting the quality teaching the partnership provides.

Around the school the grounds and quality of resources within the classrooms continued to attract very positive comments from visitors to Hillston. Of note was the completion of the primary playground's cover and giant sandpit.

In 2016 the school has had additional funds through the Gonski funding reforms. This has allowed the employment of additional Learning Support Officers to support students in their learning. The benefits can be seen in the positive changes to learning for many students.

### School background School vision

## School background

### School vision statement

“To promote equality of opportunity in a caring and positive learning environment so that all students are encouraged to become responsible members of society.”

“Conserve and cultivate” is the school motto.

### School context

Hillston Central School is a K–12 Central school in a remote rural location. Enrolments have remained steady for several years. The school is a member of the Riverina Access Partnership which delivers the stage 6 curriculum through videoconference lessons, team teaching and combined study days. Academic achievement and engagement are improving steadily in the K–10 classes.

The school is involved in the Early Action for Success K–2 numeracy strategy 2015–6. An instructional leader and an interventionist teacher have been appointed for 2015–6. This has led to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with direction for future teaching. Professional learning is an active element.

The student population of 143 is 15% Aboriginal. A small number of students are from non–English speaking backgrounds. The student population fluctuates with a few families moving into or out of town for employment opportunities each year.

Education is valued as a pathway to improved employment.

The P&C is an active and supportive group within the school. Well attended meetings, working bees and community events characterise the contribution of the P&C. Building the quality of the school reputation within the wider community has been a priority during the past few years.

Hillston is a strong agricultural area with many large successful irrigation properties and dry land farms.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 of Learning, Teaching and Leading.

Staff examination of the framework produced implications for future school directions with respect to the capacity to inform, monitor and validate our pathway towards excellence. Staff reflected on the progress that the school is making towards achievement of the expectations identified in the framework, assisting in the alignment of our plans with the high expectations for school excellence.

In the domain of Learning, the school has placed a high level of importance in ensuring that a positive culture for learning is evident amongst staff, students and parents. Teachers and parents set high expectations for learning, with strong home –school communication acknowledged as essential to ensuring learning success for all students. Parents reported greater satisfaction with school communication avenues including formal and informal meetings and the school website, Skoolbag app, Facebook page and newsletter. Expectations for behaviour are made clear to students as is reflected in our 5 School Rules.

The school prides itself on its inclusive school practices, providing opportunities for success for all students through the clear and focused identification of individual student learning needs. An extensive array of support programs focussed on in class assistance and program focussed support for literacy and numeracy underpin the learning and support program.

school focus on increasing effective student feedback has assisted students in improved self-regulation and high levels of value placed in school learning outcomes. The formal introduction and discussion around Visible Learning in the coming school year by the school executive team will enhance the effectiveness of the feedback provided by teachers to ensure greater student self-directed learning.

A key focus for the school in the domain of Teaching has been the formal collection of data as part of program evaluation and as a means of tracking student progress. Teachers utilise the performance data to determine individual learning plans and to drive learning support programs. The second year of the formalised system for teacher reflection and conversation driven by Professional Development Plans has significantly enhanced professional conversations and increased collaborative practice. New scheme teachers have been supported through staff mentoring and the delivery of planned and constructive feedback. Teachers have focused on developing skills and strategies in the explicit and specific feedback to students around goal setting.

There has also been a profound change in the practices around teaching of literacy and numeracy in the early years with the introduction of L3 and TEN. In secondary ALARM (A Learning And Responding Matrix) is being implemented providing students with a scaffold that provides a framework for writing, learning, deconstruction of tasks, feedback and reflection. These programs have provided our teachers with a language of conversation and a framework of best practice in the classroom to drive quality teaching.

Professional learning and conversations involving all staff have resulted in active sharing and conversation around professional growth and development. All staff demonstrate responsibility, adaptability and ethical practice in working towards our school plans and focus areas.

The school is committed to the development of leadership skills in staff and students. Staff are encouraged to engage with the professional teaching standards and to own their professional learning directions and goals. Opportunities to relieve in executive positions are offered throughout the year. Growing numbers of staff are venturing into the domain of educational leadership as an area for professional growth. A small percentage of parents respond to opportunities to provide feedback to the school either in written format or online, even though parents are greatly interested in school plans and directions. The school P&C are committed to supporting the school and provide a consultative environment for discussion.

Planning around resource allocation is extensive and is the foundation of support programs across the school. Extensive data collection is utilised to evaluate each program and the progress of each child.

The strategic directions for the school in the coming twelve months are the result of extensive consultation with staff and are a strong reflection of the schools endeavours to not only address elements of the School Excellence Framework but most importantly to ensure a quality educational environment and quality educational outcomes for all of our students.

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 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

### Wellbeing

#### Purpose

To develop the wellbeing of students and staff in social, educational and physical aspects through developing increased respect for others and themselves, pride in school, increased resilience, increasing the number of students engaging in opportunities for experiencing academic, social and cultural success so that all may achieve their potential in school life.

#### Overall summary of progress

Our continued focus on differentiated learning has enabled significant progress to be achieved through staff professional learning and developing a strengthened learning culture. The improvements in supportive feedback to teaching staff linked with professional learning and PDP's have seen an increase in the quality of differentiated learning in a majority of classrooms. Changes in teaching and learning programs have been noticeable.

Learning and support team actions have focussed on individual student planning, data driven planning and programming, and improved communication with teachers and parents. This collation of individual student learning profiles, learning requirements and academic profiles provided all teachers with a foundation to implement differentiated learning in their class teaching and learning programs. An increase student involvement in their learning has been observed in classes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 30% increase in student engagement in student wellbeing, academic, leadership, cultural and sporting activities organised and conducted by the school</li><li>• 100% of students from K-12 with effective learning accommodations implemented</li></ul>	<p>Increase in the number of students participating in external curriculum opportunities.</p> <p>Increase in the number of students achieving at the highest levels of merit scheme.</p>	\$7500.00

#### Next Steps

Continue to embed high quality differentiated learning practices in all lessons and improve learning support team resourcing for teachers to maintain student engagement in learning. Student Individual Education Plans and Personal Learning Plans will continue to be developed for all identified students performing either 2 Bands below or 2 Bands above minimal grade expectations.

Build on increased student involvement and move towards improved student representation in external curriculum opportunities.

Explore and implement innovative whole school strategies to work towards increased self-directed learning for students across Stages 2, 3, 4 and 5

Further refinement of the milestones implemented within the school plan as a result of self-assessment and evaluation

## Strategic Direction 2

### Learning for the 21st Century

#### Purpose

To prepare curriculum and learning activities which provide students with the skills they need to succeed in the 21st Century and to live happy and purposeful lives. Focussed and engaging professional learning for all school staff, leaders, teachers and support staff will establish the platform for improved student engagement in 21st century learning culture.

#### Overall summary of progress

Professional learning focussed on improving the quality of feedback to teachers about teaching and learning has enhanced the skills of the school executive staff. An increased focus on higher achieving students has been a result of the improved feedback. There have been increases in the use of technology in teaching and learning as a result of the whole school network upgrade.

Analysis of data, both internal and external, is more effectively implemented into forward planning at classroom level.

Early Action for Success has provided for the implement of TEN into K–2 classes. Successful numeracy teaching and learning strategies, as shown by data from Best Start and PLAN. Through professional learning these strategies are filtering into stage 2, 3 & 4 numeracy teaching.

L3–Language, Learning and Literacy and is a program for kindergarten students with a focus on providing rich literacy experiences to assist all children to become successful readers and writers. It occurs as part of the daily literacy lesson. The K/1 teacher participated in L3 training to learn how to use this program in their classroom. The teacher participated in ongoing professional learning inside and outside the classroom. This professional learning has continued across a two year period.

Quicksmart (numeracy strategy) and Multi Lit (literacy strategy) through trained teachers and school learning support officers have yielded positive growth in achievement for targeted students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 50% of learning experiences involve effective use of 21st century learning technologies</li><li>• 80% of students achieving expected cluster on the literacy/numeracy continuums.</li></ul>	<p>Upgrade of school network.</p> <p>EAFS strategy successfully implemented. Including L3 and TEN into K–2 classrooms.</p> <p>Quicksmart and MultiLit support programs continued 3–10.</p> <p>100% of students K–6 mapped on Literacy and Numeracy continuum and updated every five weeks.</p> <p>80% of students 7–10 mapped on Literacy and Numeracy continuum and updated every term.</p>	\$74 000.00

#### Next Steps

Strategic plans for 2017 will focus on a number of key targeted areas.

Build on the use of student's achievement and engagement data to better inform teaching and learning programs.

Develop improved feedback processes and practices for students and parents through building staff capacity.

Increase professional learning for all teachers in Visible Learning, analysis of data and numeracy and literacy teaching strategies.

Students will continue to write learning goals and targets which are regularly reviewed by themselves and their teachers and which reflect the specific identified needs of each student. The nature of these goals and the monitoring process in the classroom will be influenced by the input of the school executive with particular focus on Visible Learning best practice.

Student Individual Education Plans and Personalised Learning Plans will continue to be developed for all identified students. Goals for students will be clearly articulated and specific to each child. Parent meetings will be held to communicate the learning intentions for each child during Term 1. Goals and plans are reviewed at a minimum, each Semester.

### Strategic Direction 3

Strengthening a sense of Community

#### Purpose

To build positive perceptions of the school, increasing community engagement with the school, increasing pride in the school among the wider student population, increasing the valuing of service to the community and ensuring the community knows the high quality of the results and opportunities achieved by the school.

#### Overall summary of progress

The implementation of an improved communication strategy involving the local media, skoolbag app, the school newsletter and the successful launch of our Facebook page led to an increased community awareness of the range of school based activities involving student achievements. Several key events such as Naidoc Day, K–12 KLA days and our musical, Alice in Wonderland provided focal points for the communication strategy.

Increased parental engagement with school organised events was noticeable, culminating in the outstanding “Alice in Wonderland” performance. Collection of baseline data for this strategy also provided added emphasis to staff organised activities.

Substantial revision of this strategic direction of the school plan also took place during the next phase of the planning cycle.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Regular and frequent contributions to “school to community” publications by all staff</li><li>Increased numbers of parents and community members in school organised or coordinated activities— base–line data collected for attendance at school functions</li><li>Follow up survey indicates that community opinion is predominantly positive</li></ul>	<p>Increase in the number of and the variety of contributions to publications by staff.</p> <p>There was an increase across the board from parent respondents giving positive feedback about school communication.</p> <p>Overwhelming positive response to the launch of Hillston Central School's Facebook page.</p> <p>Increased numbers of parents and community members attended school events. The major events that elicited overwhelming positive feedback from our parents and the general community were the Fete, Education Week activities, Kinder orientation and the musical performance Alice in Wonderland.</p>	\$7 000.00

#### Next Steps

Continue to improve the quality of communication and feedback within the school community.

Establish an evaluation process for whole school events to measure community impact and influence on student engagement.

Continue to expand the collection and analysis of data, including Tell Them from Me surveys, to increase the quality of communication within the school community.

Review the planning process for this strategic direction to generate more quantifiable improvement measures as a result of reflection and self–assessment.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All ATSI students have a Personalised Learning Plan and are mapped on the literacy and numeracy continuums.</p> <p>Corporate program data updated and delivered to support the PLP's process.</p> <p>During 2016 funding from Personalised learning support for Aboriginal students and Aboriginal background funding was combined to enable programs that provided individual support to students.</p>	<p>\$21 203.00</p> <p>Personalised learning support for Aboriginal Students.</p>
<b>English language proficiency</b>	<p>Students were supported in the classroom by SLSO's as identified by teacher developed personalised learning plans.</p>	<p>\$1 529.00</p>
<b>Low level adjustment for disability</b>	<p>A comprehensive documentation of the progress of students has been collated by the LaST. Programs of support for 2016 included QuickSmart Maths, MultiLit, EAfS interventionist and Last developed support for students requiring assistance with learning.</p> <p>The extensive timetable of SLSO support K–12 for individuals, small groups and classroom group work proved to be highly successful and is supported by the data collated.</p>	<p>\$132 996.00</p> <p>including flexible funding of \$20 773.00</p>
<b>Socio–economic background</b>	<p>Students from low socio–economic families received additional financial support to ensure equity in education opportunity – uniforms, school fees, excursions both major and minor, external competitions, sporting events. This resulted in higher levels of engagement and attendance in school activities.</p>	<p>\$108 696.00</p>
<b>Support for beginning teachers</b>	<p>Mentor position continued</p> <p>Teachers working towards proficiency status.</p> <p>Beginning teacher, both permanent and temporary attended two day external conference</p>	<p>\$4080.00</p>
<b>Riverina Access Partnership (RAP)</b>	<p>RAP continues to achieve significant results.</p> <p>Continued use of Sentral as student management program to support the Moodle learning management system.</p> <p>RAP Principal collegial meetings.</p>	<p>\$1000.00</p>
<b>Early Action for Success</b>	<p>Instructional Leader, Numeracy – Assistant Principal second year of appointment; interventionist employed to support strategies K–2.</p> <p>Instructional Leader leading numeracy professional learning and delivering improved skills and capacity in numeracy teaching and data analysis.</p>	<p>\$47 688.00</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	85	80	85	73
Girls	90	87	81	77

In February 2016, student enrolment was 150. Enrolments have slowly declined over the past five years. Student enrolment is heavily influenced by the volatile nature of agricultural employment in our local area.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	93.1	92.6	90.2
1	94.7	92.5	93	93.4
2	92.5	94.9	90.9	92.5
3	93.1	92.7	92.7	91.9
4	89.9	93.3	93.9	90.1
5	94.3	89.9	93.7	93.6
6	93.2	92.8	90.5	89.4
7	89.9	94.2	91.5	88.9
8	83.3	84.9	91.3	91.3
9	86.6	86.1	86.9	89.2
10	82.4	86.3	86.4	81.6
11	91	83.7	84.1	84
12	81.3	83.8	77.1	84.5
All Years	88.9	89	89	89
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	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	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

### Management of non-attendance

The overall student attendance rate of 89% is slightly below the state average of 92.3%. Due to the small number of students per Year, one student's attendance can have a large impact on these results.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	15	0	40
TAFE entry	5	9	20
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

## Year 12 vocational or trade training

80% of students had also completed a certificate in a vocational education course. These included Metals and Engineering, Information Technology, Hospitality and Primary Industries. The majority of these students had completed this qualification in Year 11.

## Year 12 attaining HSC or equivalent

Of the 2016 cohort 100% achieved a Higher School Certificate or an equivalent vocational educational equivalent.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	5.09
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.57
School Administration & Support Staff	5.89
Other Positions	4.3

\*Full Time Equivalent

The teaching staff comprised of new scheme and experienced teachers who were well supported by an administration team, learning support team, and an Instructional Leader.

The school is fortunate to have one Aboriginal teacher and one Aboriginal School Learning Support Officer on our staff. The teacher has provided a thoughtful and astute focus to Aboriginal Education and Welfare at Hillston Central School.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Hillston Central School staff in 2016. Professional learning developed the mindsets and capabilities of our staff to reflect on current practices, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance.

During 2016 five teachers were working towards Board of Studies Teaching and Education Standards accreditation at proficient.

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

### Financial information

This summary financial information covers funds for operating costs to 31st December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>235 393.38</b>
Global funds	358 576.14
Tied funds	312 772.73
School & community sources	52 470.69
Interest	6 256.68
Trust receipts	29 331.08
Canteen	0.00
Total income	994 800.70
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	83 586.54
Excursions	17 244.25
Extracurricular dissections	11 277.65
Library	222.50
Training & development	4 851.54
Tied funds	311 494.61
Short term relief	35 118.82
Administration & office	94 151.27
School-operated canteen	0.00
Utilities	51 999.74
Maintenance	35 705.88
Trust accounts	37 864.54
Capital programs	370.50
Total expenditure	683 887.84
<b>Balance carried forward</b>	<b>310 912.86</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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.

The NAPLAN results over the past four years show improvement in Year 3 reading, writing, spelling and grammar & punctuation. Year 5 students on average

have shown above average growth in reading and grammar & punctuation scores with consistent results across writing, spelling and grammar & punctuation. Year 7 students results across literacy have remained consistent and Year 9 have shown above average growth in spelling and grammar & punctuation scores.

The NAPLAN results over the past four years for Years 3, 5, 7, & 9 in numeracy continue to show whole school improvement.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top 2 NAPLAN bands. For a school like Hillston Central with small classes, the data can be heavily influenced by one student's results.

The percentage of students in Year 3 in the top two bands has increased for reading and remained consistent for writing and grammar & punctuation and slightly decreased for spelling and numeracy. The percentage of students in Year 5 in the top two bands has increased for reading, spelling and punctuation & grammar, and has remained consistent for writing and slightly decreased for numeracy.

The percentage of students in Year 7 in the top two bands has increased for numeracy and remained consistent for reading and slightly decreased for writing, spelling and grammar & punctuation. The percentage of students in Year 9 in the top two bands has increased for numeracy and remained consistent for reading and slightly decreased for writing, spelling and grammar & punctuation.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Hillston Central School delivers its senior curriculum through the Riverina Access Partnership. The analysis of the Higher School Certificate data is based on this structure.

The Riverina Access Partnership significantly outperformed the State average in almost 70% of subjects. Results are not available for many individual courses due to small student enrolments or students are enrolled for HSC courses through other RAP schools.

In 2017 HSC results across Riverina Access Partnership will be aggregated allowing more detailed analysis and reporting.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of students' parents and staff using the Tell Them From Me (TTFM) surveys. Their responses are presented below:

- The majority of parents feel welcome when they visit the school and information provided to the community is clear.
- Parents feel that the school supports learning and positive behaviour. They are informed of their child's academic progress and behaviour at school.
- 85% of students feel accepted and valued by their peers and others at school.
- An above average number of students feel intellectually engaged and usually find learning interesting, enjoyable and relevant.
- Teacher feedback indicates a culture of high expectations for all students.
- 85.7% of teachers believe school leaders are leading improvements and change.

## Policy requirements

### Aboriginal education

In 2016, Aboriginal students were supported through Aboriginal Funding as appropriate for the individual learning needs identified in their education plans. Tutoring in MultiLit as well as support through QuickSmart Maths proved beneficial. Our students played a key role in Naidoc Week Celebrations. Our senior students were responsible for the Acknowledgement of Country at both primary and whole school assemblies as well as at more formal school celebration such as Presentation Day. In classroom programs, the implementation of units of work relevant to the new Geography and History syllabus, ensured that content reflected the perspectives of Aboriginal Education required in our curriculum.

### Multicultural and anti-racism education

In line with the implementation of new syllabuses teaching programs were revised to ensure the fostering of students' understandings of culture, cultural diversity and racism within a democratic multicultural society.

Funding received under the Resource Allocation Model was used to develop individual learning plans for students. Training for teaching staff was also a key component of this strategy.

Participation in the CWA country study provided a focus for increasing the global awareness of Primary students. Student learned language and cultural features of Mongolia as the country being studied.

The Anti-racism Contact Officer contributed to the review of the schools anti-bullying policy and met with small groups of students on occasions during the school year.

### Other school programs

#### Student Leadership

2016 was another productive year for our Student Representative Council. Regular meetings run by the School Captains included leadership skills as well as the usual organisational aspects. There were a number of opportunities for our members to grow as leaders at events such as the GRIP Leadership conference, school visits and liaising with the local council.

Once again our school captains represented Hillston Central School during the captain's visit to meet the NSW Governor. Other successful events that the SRC coordinator during the year include a wheely day to purchase bikes for students in Cambodia, Daffodil Day, breakfast to cheer on the Burrumbuttock Hay Runners, the Biggest Morning Tea, a movie night and sporting house challenges such as the coin trail and basketball shooting competition.

#### Achievements in the arts and sport

2016 saw the production of our biannual whole school performance. Students from K to 12 highlighted their acting and singing skills in an outstanding performance of the musical Alice in Wonderland. The talent, hard work and dedication of students, staff and parents was rewarded with the presentation at the Carrathool Shire Council's Australia Day Awards, winning the 2016 Community Event of The Year.

Again in 2016 students from Hillston attended the Riverina Music camp. A week spent in the company of other student musicians had a noticeable impact on the other members of the School, Concert band. In their turn the Concert band travelled to other centres to perform as well as being regular performers at community functions. This group of students and staff once again proved to be excellent ambassadors for the school and community.

The support of the Australian Children's Music Foundation proved to be a fantastic experience for all primary students and selected secondary students. The energy and organisation of Ms Rachel Scott makes her a very welcome addition to the teaching and learning at Hillston Central School. The term 4 concert was applauded across the community for its showcasing of student musical skills.

Master classes for the school concert band continued in 2016. Delivered by the Royal Australian Navy Band following a tour of Hillston several years ago the impact on the quality of the school concert band is noticeable.

2016 saw many outstanding sporting performances from our students with a high number of representing our school at Zone, Riverina and State level. We had many secondary representatives qualify for the State

with 4 students in Athletics, 3 in Cross Country and 1 in Swimming. A great year in sport for Hillston Central School cumulated in Charlotte Bartholomew in being awarded Carrathool Shire Council's Australia Day Award for Junior Sportsperson of the Year 2016.

Hillston students represented the school in many of the Riverina Access Partnership (RAP) sporting teams throughout the year. This allowed students from a group of smaller schools to participate in a wider sporting context, often with success.