Hobartville Public School
Annual School Report

2012
Our school at a glance

Hobartville Public School strives for excellence within a caring environment. The dedicated professional staff, working in partnership with parents and caregivers, is committed to providing quality education where each child is valued and provided with a curriculum which is relevant, innovative, challenging and achievable whilst ever promoting education as a life long pursuit.

Significant programs and initiatives

The school’s learning programs continue to be developed, evaluated and enhanced to provide opportunities for every student to reach their full potential as learners and people. Key initiatives in 2012 included:

- Best Start
- Reading Recovery
- “Mathletics” for Years 1-6
- Gifted and Talented Student programs
- Olympanthon
- Dance Groups
- Choir
- Chess Club
- ALIVE sustainability project – Green Team
- Pre-school Playgroup

Messages

Principal’s message

2012 has seen further enhancements in the educational and extra-curricular opportunities made available to our students as well as continued improvements to the school’s physical environment and the availability of technology tools our students access.

The positive recognition of student achievements as well as fostering Hobartville’s students to take responsibility for their continued academic progress and positive behaviour remains a strong focus within our school community.

During 2012, excellence in academic outcomes, environmental achievements, sporting and creative performances included individual and team success in District and Regional Sporting Carnivals and PSSA competitions, Maths Olympiad and ICAS academic challenges, Junior and Senior Dance Groups performing at the Nepean Dance Festival and our Choir joining the Combined School Choir for this year’s highly successful Hawkesbury Music Festival, involving the District’s Primary and High Schools. Students had the opportunity to attend Debating, Leadership and Dance Camps as well as participate in Sporting Gala Days and District Gifted and Talented workshops.

Our major fundraiser for the year, an Olympic-a-thon, not only involved the whole school in a day of fun sporting and cultural activities based around the 2012 London Olympics, but raised over $7000 which will provide a final Interactive Whiteboard, for the last classroom remaining without this 21st Century interactive, learning tool.

I would like to acknowledge our experienced and hardworking Executive, teaching, administrative and support staff, for their continued professionalism and diligence in providing a quality learning environment where positive outcomes for every student is a priority.

I also take this opportunity to thank the dedicated P&C members and executive committee, including our president, Mr John Garrett, who once again have successfully supported our school’s resource priorities.

To our outgoing 2012 Year 6, we wish you continued success as you commence the next part of your life journey in secondary school.

Since June this year, whilst I fulfilled a regional role as School Development Officer, the school was under the caring stewardship of Mrs Karen Chamberlain, (Principal, Richmond North Public School) and I thank her for experienced, conscientious leadership of Hobartville Public School in my absence.

In this, my final year as Hobartville’s Principal, I extend my personal thanks to the students, staff, parents and whole school community. It has been a privilege and pleasure to lead this fine school
since 2009 and I congratulate our entire school community on the individual and shared successes we have celebrated during my time as the school’s Principal.

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.

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.

Anne Zifkin [BA Dip. Ed.; Reading Recovery]

P & C and/or School Council message

2012 has been a productive year for the P&C, and I begin by giving my sincere thanks to all members who have volunteered their time, energy and money to support the P&C and through it, Hobartville Public School.

The Hobartville Public School P&C has fulfilled its main objective of ensuring all our children are afforded every opportunity to enjoy a quality education in a comfortable and safe environment. We have continued to pursue our goals whilst developing and enjoying a solid working relationship with the schools teaching staff and parents of students.

I would also like to thank our executive committee, Shireen Dunshea (Vice President), Daniel Cannone (Vice President - Kindy), Emma Payne (Secretary), Julie Lang (Treasurer), Dave Sheppard, Donna Mathie and Sam De Araugo (Fundraisers), Cathy Hession (Canteen Supervisor) and Anne Zifkin / Karen Chamberlain (School Principals). All of these individuals have shown outstanding commitment and delivered quality outcomes in the pursuit of providing something better for all students.

To be recognised as a successful organisation requires the dedication of many volunteers. I would like to extend my sincerest thanks to all the mum’s and dad’s and friends who also helped out throughout the year.

Our main fundraising activities for 2012 included 2 discos, a Mother’s day stall, a Father’s day stall, and an Election BBQ. These activities helped to raise valuable funds to invest back into our school. We also purchased a lot of stock, some of which we can now use for this year’s fundraising activities.

Our P&C Association has been actively involved in discussing and determining the outcomes of some of the decisions made here in school that affect the lives of our children. This input is of great value to our children and our school.

This year we also helped endorse the work of our new Chaplain, Justin Corbett, who has become a valuable support person and friend to many of our school students.

There are lots of ideas within the school community that could benefit our children and enhance their learning experiences. As President and a parent I encourage you to participate in your child’s school life by sharing whatever time you can give, your experiences, your knowledge and/or your ideas. It all helps!

Looking forward to 2013.

John Garrett
P&C President

Student representative’s message

The Student Representative Council (SRC) is made up of class representatives from Stages 1, 2 and 3 and is led by the School Captains and Vice Captains. In 2012 Miss Gelevski and Miss Bonham supervised the SRC and we would like to thank them for giving their time during recess on Wednesdays, to help us successfully lead the SRC during 2012.

We have learnt many skills whilst leading the SRC and enjoyed representing our school at special assemblies and events in 2012 including the ANZAC and Remembrance Day ceremonies;
Education Week Student Showcase; the annual Celebration of Learning Assembly to finish the year, as well as our regular K-6 fortnightly assemblies.

The SRC once again contributed to important charities that support the health and wellbeing of children, including Red Nose Day, the NSW Cancer Council’s Biggest Morning Tea and the Teddy Bears Picnic for the Children’s Hospital.

The 2012 Student Leaders enjoyed attending the annual School Leadership Camp at Yarramundi in March. We learnt about teamwork, leadership skills, improving our public speaking and we listened to the ideas and experiences of other school leaders from the many Hawkesbury primary schools.

We were very proud to attend the annual Richmond Rotary Club Junior Citizenship Awards, attended by our families, Mrs Chamberlain, Mr Sumeghy along with all the other schools in the Hawkesbury area to be presented with our Young Leaders awards. Our thanks to the Richmond Rotary Club for giving us such a great night.

It has been an amazing experience to be Hobartville’s school leaders in 2012 and it has been an honour to serve as your School Captains. We will never forget what a great school Hobartville is as we move onto High School in 2013.

Sarah & Harrison (Captains)
Morgan & Noah (Vices Captains)
Nathan & Bronte (Prefects)

School context

Student information

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

Student enrolment profile

In 2012, the school’s numbers continued to decrease with an average of 427 students enrolled, including 40 children within five regional support classes for students with a moderate intellectual disability and/or a primary disability of Autism.

Due to the decreasing enrolments the school was placed on review in 2011 and has now been reclassified from P2 to P3 commencing in 2013.

Enrolments for each school year from 2008 are indicated below.

<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>261</td>
<td>257</td>
<td>259</td>
<td>255</td>
<td>250</td>
<td>243</td>
</tr>
<tr>
<td>Female</td>
<td>236</td>
<td>235</td>
<td>222</td>
<td>205</td>
<td>198</td>
<td>184</td>
</tr>
</tbody>
</table>

Student attendance profile

![Enrolments graph](image-url)
Daily, punctual attendance is highly valued at Hobartville Public School. There was a decline in student attendance during 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>93.0</td>
<td>94.8</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>93.5</td>
<td>94.7</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.4</td>
<td>93.3</td>
<td>94.7</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.0</td>
<td>94.0</td>
<td>94.0</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>96.2</td>
<td>94.4</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.6</td>
<td>95.1</td>
<td>93.3</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.3</td>
<td>94.2</td>
<td>94.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.5</td>
<td>94.3</td>
<td>94.2</td>
<td>94.3</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is closely monitored, including whole day and partial absences.

Student attendance that is of concern is managed through the Learning Support team and the school’s Executive. Students requiring support with their attendance are referred to a Home School Liaison Officer and may include the development of a school attendance plan.

Staff information

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

Hobartville Public School is the base school for an Itinerant Teacher Hearing and a District School Counsellor both of whom work across schools in the Hawkesbury District.

The schools administration and support staff include a General Assistant, Administration Officers and School Learning Support Officers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Assistant Principal (Multi-categorical)</td>
<td>1</td>
</tr>
<tr>
<td>Multi-categorical Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Part-Time &amp; RFF Teachers</td>
<td>1.834</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>1</td>
</tr>
<tr>
<td>District Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.422</td>
</tr>
<tr>
<td>Total</td>
<td>36.781</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

[Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.]

Staff retention

Following the school’s reclassification to P3, Ms Zifkin has been appointed to Smithfield Public School commencing in 2013. Mrs Crawford has been appointed as the new Principal and will commence in 2013.

The school also gained additional staffing through Every Student Every School. Mrs Taylor was appointed as the full-time Learning and Support Teacher (LaST) at the beginning of Term 3. The school has also contributed 0.1 of their LaST allocation to the Hawkesbury District Learning and Support Pool and retains the additional 0.1 as flexible staffing to support learning and support needs as required.

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>89%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>42%</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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>165107.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>258595.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>184453.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>108996.48</td>
</tr>
<tr>
<td>Interest</td>
<td>9325.88</td>
</tr>
</tbody>
</table>
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

Creative Arts continues to be a significant component in our students’ educational experiences. Students participated in a range of activities including:

- Junior and Senior Dance Groups, consisting of students from Stages 2 and 3, performed at the Windsor Riverview Shopping Complex for Education Week; the School’s Student Performance Showcase for Open Day during Education Week; the Nepean/Blue Mountains Dance Festival held in the Joan Sutherland Performing Arts Centre; and the annual Celebration of Learning Assemblies.

- A combined choir of 51 students from Stages 1, 2 and 3 performed throughout the year at School Assemblies, in Education Week Performance opportunities and at the Celebration of Learning Assembly. They were also performed on three successive evenings as part of a combined choir for the Hawkesbury School’s Music Festival.

- A whole school talent show was held whereby students performed either individually, in duo’s or small groups, to showcase their talents;

- K-6 students were involved in the Music Count Us initiative, performing the song “Different People, Stand Together”, on the same day, at the same time right across Australia on 1st November;

- 13 children from our School Choir were selected to participate in the chorus of the Richmond High School Musical Production of “How the West Was Warped “, performing in a total of four performances. The entire school attended a matinee performance and for many, this was their first experience of a live musical production.

- Students from a Stage One class prepared a musical program and presented a pre-Christmas concert at the Uniting Care Retirement Village in Richmond. After performing their seven songs, the children each read a story to a resident and presented them with a Christmas card. This was a truly rewarding experience for both the children and residents.

- A small group of children receive weekly keyboard and guitar musical tuition from a
private teacher utilising the school’s facilities;

- Students in Stage Three participated in DEC GATS workshops and weekend camps in Dance, Drama and Visual Arts;
- Kindergarten students including those in our Support classes, were involved in weekly Dance lessons in the hall which was led by our Dance coordinator. They were introduced to a full dance experience consisting of 4 different styles of dance;
- Students entered the annual Hawkesbury Art Show.
- School’s Performance Tours presented “Stamp Out Bullying”. This show provided students with 5 simple steps in resilience, in order to take positive steps against bullying. Student and parent feedback was very positive.

**Sport**

HPS has achieved excellent sport results during 2012, while continuing to actively promote a high standard in sportmanship and the importance of being active and maintaining a healthy lifestyle. Opportunities for performance and participation were offered in the following events:

- Hawkesbury PSSA Winter competition in soccer, netball and Newcomb ball. Special thanks to Mrs Holroyd, Mr Coulter, and Mr Richardson for their efforts, dedication and time in coaching these teams.
- Students performed well in school, district and regional swimming, athletics and cross country carnivals;
- Congratulations to the students who successfully represented HPS at District and Regional levels.
- Students participated in both the State cricket and soccer knockout competitions; and
- Students in Years 2-4 participated in the DET Swimming Scheme.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

**Literacy – NAPLAN Year 3**

In 2012, 49 Year 3 students completed NAPLAN in Aspects of Literacy (Reading, Spelling, Writing, Grammar and Punctuation) and in the strands of Numeracy (Number, Patterns & Algebra and Measurement, Space & Geometry).

**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>407.8</td>
<td>395.5</td>
<td>419.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
</tr>
</tbody>
</table>
In Reading, 41% of our Year 3 students achieved in the top two bands which is a 5% improvement upon 36% in 2011; 3% above Similar School Groups (SSG) and our School Education Group (SEG); but below the State average of 50%.

20% of our Year 3 achieved in the lowest two bands for Reading which is a 2% increase from 2011; comparable to our SSG (20%) and SEG (19%); but higher than the State average (16%).

In Spelling, 42% of our Year 3 students achieved in the top two bands which is above to our SSG (37%) and our SEG (36%); but below the State average of 50%.

17% of our Year 3 students achieved in the lowest two bands for Spelling which is a 3% increase from 2011; comparable to our SSG (18%) and SEG (16%); but higher than the State average (11%).
In Grammar and Punctuation, 42% of our Year 3 students achieved in the top two bands which is comparable to our SSG (41%) and our SEG (43%); but below the State average of 56%.

17% of our Year 3 students achieved in the lowest two bands for Grammar and Punctuation which is a 13% increase from 2011; comparable to our SSG (18%) and SEG (17%); but higher than the State average (12.5%).

In Writing, 48% of our Year 3 students achieved in the top two bands which is comparable to our SSG (49%) and our SEG (48%); but below the State average of 57%.

8% of our Year 3 students achieved in the lowest two bands for Writing, which is comparable to our SSG (8%) and SEG (8%); and slightly higher than the State average (7%).

Numeracy – NAPLAN Year 3
In Numeracy, 31% of our Year 3 students achieved in the top two bands which is a 7% decline from 38% in 2011; 6% above Similar School Groups (SSG); 4% above our School Education Group (SEG); but below the State average of 39%.

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>380.0</td>
<td>376.7</td>
<td>400.2</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>16.3</td>
<td>6.1</td>
<td>16.3</td>
<td>30.6</td>
<td>20.4</td>
<td>10.2</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>6.9</td>
<td>10.7</td>
<td>26.3</td>
<td>26.0</td>
<td>18.7</td>
<td>11.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>5.5</td>
<td>15.2</td>
<td>27.6</td>
<td>28.2</td>
<td>14.3</td>
<td>9.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

22% of our Year 3 students achieved in the lowest two bands for Numeracy which is lower than our SSG (30%); slightly higher than our SEG (20%); and higher than the State average (13%).

Literacy – NAPLAN Year 5
In 2012, 60 Year 5 students completed NAPLAN in Aspects of Literacy (Reading, Spelling, Writing, Grammar and Punctuation) and in the strands of Numeracy (Number, Patterns & Algebra and Measurement, Space & Geometry).
In Reading, 25% of our Year 5 students achieved in the top two bands which is an 11% improvement upon 14% in 2011; 2% above Similar School Groups (SSG) and comparable to our School Education Group (SEG); but below the State average of 35%.

27% of our Year 5 students achieved in the lowest two bands for Reading which is a 6% improvement from 2011; however, is slightly higher than our SSG (22%) and SEG (22%); and 12% higher than the State average (15%).

In Spelling, 25% of our Year 5 students achieved in the top two bands which is a 10% improvement upon 15% in 2011; however, is slightly lower than our SSG (28%) and our SEG (28%); and below the State average of 41%.

23% of our Year 5 students achieved in the lowest two bands for Spelling which is a 3% increase from 2011; above our SSG (20%); comparable to our SEG (23%); but higher than the State average (15%).
In Grammar and Punctuation, 28% of our Year 5 students achieved in the top two bands which is a 12% improvement upon 16% in 2011; above our SSG (23%) and comparable to our SEG (27%); but below the State average of 35%.

28% of our Year 5 students achieved in the lowest two bands for Grammar and Punctuation which is a 13% increase from 2011; comparable to our SSG (28%) and SEG (26%); but higher than the State average (21%).

In Writing, 7% of our Year 5 students achieved in the top two bands which is a 10% decrease from 2011; below our SSG (11%); below our SEG (13%); and below the State average of 23%.

18% of our Year 5 students achieved in the lowest two bands for Writing which is less than our SSG (21%) and slightly higher than our SEG (16%); and higher than the State average (14%).

Numeracy – NAPLAN Year 5

In Numeracy, 21% of our Year 5 students achieved in the top two bands which is a 6% improvement from 15% in 2011; comparable to our SSG (21%) and SEG (20%); but below the State average of 31%.

26% of our Year 5 students achieved in the lowest two bands for Numeracy which is comparable to our SSG (24%); however, higher than our SEG (21%); and higher than the State average (16%).

Progress in reading

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>51</td>
<td>8.3</td>
<td>18.3</td>
<td>18.3</td>
<td>30.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
<td>18.3</td>
<td>18.3</td>
<td>30.0</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>18.0</td>
<td>28.0</td>
<td>22.5</td>
<td>15.1</td>
<td>8.7</td>
<td>8.7</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>14.5</td>
<td>28.5</td>
<td>25.8</td>
<td>15.9</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
<td>12.1</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
<td>12.1</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
<td>12.1</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
<td>12.1</td>
</tr>
</tbody>
</table>

School Average 2008-2012  = 481.6
SSG % in Bands 2012  = 476.4
State DEC % in Bands 2012  = 492.4
Progress in numeracy

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

### Significant programs and initiatives

#### Aboriginal education

Hobartville PS is committed to promoting the educational achievements of Aboriginal and Torres Strait Islander students and enhancing the knowledge and understanding of all students about Aboriginal Australia. Our school ensures Aboriginal perspectives are interwoven into all educational programs and practices.

In 2012, 5% of the school’s population identified as being Aboriginal. The school implemented and reviewed personalised learning plans (PLPs) through the school’s Three Way Conference reporting process.

The Acknowledgement Of and/or Welcome To Country is undertaken before every significant school assembly and is shared by students in Stages 2 and 3 identified as being Aboriginal.

During 2012 the school has sought to engage with the local AECG. This partnership will be strengthened in 2013.

#### Multicultural education

The school’s population includes approximately 6% students from a Language Background Other Than English (LBOTE). The school investigates and celebrates cultural diversity during the teaching and learning experiences within the Connected Outcomes Group (COGs) units.

In 2012, the school actively taught and promoted understanding of cultural diversity through the K-6 Olympic Friends program; ANZAC Day activities, and the celebration of Harmony Day.
Respect and responsibility
The NSW DET core values have been adopted by the Richmond Learning Community.

The school continues to encourage every student to be a “Safe, Responsible, Respectful Learner” with students recognised for exemplary behaviour and citizenship through the ‘Pegasus Awards’.

Programs for students with additional educational needs
Hobartville Public School has an inclusive school culture focused on meeting the social and educational needs of students with identified academic, social and/or behavioural disabilities. We also provide positive learning opportunities to support students with learning difficulties.

The school successfully integrates five multi-categorical (MC) support classes catering for up to a total of 40 students with moderate intellectual and/or Autism.

This regional support unit is staffed with an Assistant Principal (Support), four Special Education teachers and full-time School Learning Support Officers (SLSO’s). All students have an Individual Education Plan (IEP) and are provided with authentic opportunities to integrate with mainstream students during class, sporting and creative activities, the weekly assemblies and special events throughout the year, as well as in the general playground on a daily basis.

The school’s School Learning and Support Teacher (LaST) works with the school’s Learning Support Team (LST) to assist teachers in identifying and supporting students experiencing learning difficulties.

The school has a Reading Recovery (RR) teacher. In addition many teachers have completed the Reading Recovery Support Teacher training. This provides a strong network of teacher expertise for current and past students accessing Reading Recovery, but also valuable professional support to all teachers requesting strategic assistance for students experiencing difficulty with Literacy learning.

A number of students in the school are assisted in their education through Learning and Support funding provided by the DEC through targeted funding support (Every Student, Every School).

The school has an active and productive Learning Support Team. The Learning Support Team meets fortnightly to review and discuss progress for students who have been referred by class teachers. Strategies to assist teachers are discussed and implemented. Additional support is applied for and accessed as available.

Environmental education for sustainability
This year has seen us participate in the ‘Alive’ program which has formed the major component of our Environmental Program. Early in 2012 we applied for and were successful in gaining a $1000 grant through the Alive Program.

The funding was used to purchase 80 grevilleas with the aim of providing habitat for small native birds. Further plantings were also completed including Lilli Pilly and a variety of ferns. Further eucalypts were planted on the southern boundary to create a plant corridor. The plants have responded well and should start to provide cover within two years.

Over 90 students were involved in the plantings and continue to take an active part in the ongoing maintenance of the forest area.

The second part of our Alive Program enabled us to construct eleven nesting boxes which were designed specifically for the red rumped grass parrot and the eastern rosella.

The Alive Project was documented by two students from UWS Western Sydney. This can be found on the school website.

The edible garden continued to thrive this year and we are looking forward to further developing the kitchen garden next year.
Our aim next year is to commence development of seating for an outdoor classroom which will be located in the middle of the forest area.

Progress on 2012 targets

Target 1

*Implement effective, explicit and assessable teaching and learning programs, which improve every student’s outcomes in Literacy and Numeracy.*

Our achievements include:

- Daily use of available technology, as a teaching and learning tool, with an emphasis on Literacy and Numeracy;
- Regular Stage meetings, as part of the school’s TARs process, including assessment of learning, and informed planning for learning using the Literacy continuum;
- Continued engagement and implementation of the Richmond Learning Community Writing Project for Stage 3
- Continued support (maintenance) and TPL with the Literacy Numeracy Leader, in particular with the implementation of the Literacy Continuum.

Target 2

*Improved student understanding of and adherence to behavioural standards and reduced occurrence of negative behaviours in class and non-class settings.*

Our achievements include:

- Staff participated in intensive Teacher professional Learning with Greg Mitchell, as whole day workshops and in-class support. This work focused on positive relationships and engagement in learning.
- All staff have been trained and are implementing *Sentral* Software. *Sentral* is being used to record daily attendance; report student progress to parents; track and monitor Learning Support Team minutes and referrals; and the preparation and review of PLP’s.
- Continued engagement and implementation of the Richmond Learning Community Writing Project for Stage 3

School evaluation

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

Student Welfare Policy

Background

The school examined changes to procedures and systems and the recording of both positive and negative incidents on the school Sentral system.

Findings and conclusions

The Hobartville Public School community wanted there to be consistency across the entire school with the fair discipline policy with explicit expectations and behaviours to be demonstrated by all students.

Future directions

In consultation with all key stakeholders and Regional personnel, students, staff and community will continually review and refine policy and practices, implement an anti-bullying program and plan and review data of both positive and negative incidents within the school.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Surveys and feedback from students, parents, and staff continue to indicate high levels of satisfaction and support for the school.

Findings

Areas identified by the majority (93% - 98%) with a high degree of satisfaction, indicate that Hobartville Public School:

- is an attractive and well-resourced school e.g. classrooms, library and grounds;
- is connected to its community and welcomes parental involvement;
- has students as their main concern;
- maintains a focus on literacy and numeracy;
- teaches and promotes core values; and
- has strong technology programs and resources.
Whilst the following areas were identified by the majority (80% - 90%) as areas with high levels of satisfaction, they were also identified, with well-considered ideas and opinions, as areas for consolidation and improvement:

- supportive welfare programs;
- fair discipline;
- more challenging programs;
- inclusive access to extra-curricula activities for all students;
- promotion of the school’s uniform policy; and,
- timely communication of information to parents and families.

**Professional learning**

Teacher professional learning was closely aligned to targets and management plan for literacy, numeracy and classroom management and behavior. Professional learning experiences and workshops where conducted by Greg Mitchell and provided follow up classroom support.

**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**

*Plan for the implementation of the New NSW Syllabus incorporating the Australian Curriculum.*

2013 Targets to achieve this outcome include:

- Executive and staff assess similarities/differences between NSW and Australian curriculum and develop timeline for implementation aligned with BOS & DEC requirements of schools.
- Classroom practice includes interactive whiteboard/Smart Note Book usage with provision for enhancing skills in a range of technology mediums.

**Strategies to achieve these targets include:**

- Professional development in the implementation of the NSW Syllabuses incorporating the Australian curriculum is provided for all staff through DEC/BOS resources and Executive knowledge/support through timetabled TPL sessions
- Provide professional learning and resources to support the development of curriculum knowledge, and working closely with the Literacy / Numeracy leader for the Hawkesbury.

**School priority 2**

**Outcome for 2012–2014**

*Enhanced teacher capacity to integrate technology into all KLA’s through student-centred 21st Century learning practices.*

2013 Targets to achieve this outcome include:

- Develop a shared understanding of the functions and significance of teacher leadership in every class/school environment for building capacity and sustainability of programs and for student improvement K-6
- Technology mediums used for all teaching and learning strategies. This includes the final purchase of interactive whiteboards to provide consistency in educational delivery for all students and the purchasing of Stage sets of iPads to be integrated into everyday classroom practice.

**Strategies to achieve these targets include:**

- Continued evaluation of technology practices linked with QT programming & planning and teacher learning using contemporary technology tools; build technology mentoring into afternoon TPL; Utilise DEC tools (TaLE/CLICK/School A-Z) to incorporate into KLA programming K-6
- Review all learning support systems within the school. Identify the systems, data and practices that are required for efficient, effective and sustainable interventions; incorporate SENTRAL software where possible for student data and tracking
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.

Karen Chamberlain, Relieving Principal
Leigh Hansen, Assistant Principal
Elizabeth Gelevski, Classroom Teacher
Catherine Clark, Assistant Principal (Support)
John Garrett, P&C President

School contact information

Hobartville Public School
Valder Avenue, Richmond NSW 2753
Ph: 4578 1110
Fax: 4588 5882
Email: hobartvill-p.schools@det.nsw.edu.au
Web: www.hobartvill-p.schools@det.nsw.edu.au
School Code: 4452

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: