School context

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. 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.

Principal’s Message

Well, what another great journey 2014 has been. I would like to thank the Hobartville Public School Community for another very successful and rewarding year. There have been many highlights this year from sporting achievements and technology innovations, to purchasing new reading materials, and modernising mathematics equipment to support the implementation of the new curriculums.

A few exciting things to celebrate in 2014 are our Year Five and Six students winning the problem solving day at Richmond High School, competing against other students in the Hawkesbury district. We also received a very special award winning the Hawkesbury Garden Competition and had an amazing first Hobartville EXPO day with incredible support from the community.

I’d like to thank the amazing dedicated staff at Hobartville for their hard work, support and the quality learning environments you provide for the children at Hobartville. Your patience and commitment to the students is phenomenal and the way you support each other is second to none. The programs and individual learning plans you follow have contributed to the success of the students. You have embraced changes and worked together in teams to implement new curriculums and create a school plan where we can track our achievements and goals in specific areas.

I would also like to thank the P&C and Cathy in the canteen for their tireless work over the year. You have supported the school in so many ways and the students and staff really appreciate it. Your dedication to providing for the students and finding new initiatives to help raise money for our school is wonderful.

To the enthusiastic and hardworking school leaders, Hayden, Maddy, Evie, Michael, Brooke Arizona, Lachlan and Ben. You have set a great example to all the students and the 2015 Leaders have big shoes to fill.

Lisa Crawford

P&C Presidents Report

It has been a fantastic year with lots of new faces in the P&C and within the school.

The aim of our P&C is to provide a forum for ideas, fundraising, views and changes within the school. We are non-political and non-denominational. We try to support the students, the teachers and the school executive in their decisions that affect the lives of our children.

A big thank you to all members and parents who have helped with their generous support whether in time volunteered or donations to our fundraising events.

Our main fundraising activities for 2014 were two discos, Bunnings BBQ, Rotary/Hawkesbury Show, our ever reliable Mother and Father’s Day stalls, Easter and Christmas raffles and for the 1st time a Bunnings cake stall, an inside movie night, The Entertainment Book, Laura Jean Family Photos, and a very successful Canteen at our District Cross Country and also a cake stall at our Schools Expo day.

I would like to thank the executive committee for all their hard work during the year, Hayley Meyer-Gleaves (Vice President), Emma Payne (Secretary), Lucy Pourau (Treasurer), and Hayley Meyer-Gleaves (Fundraiser).

A couple of special mentions, firstly to Justin Corbett for the programs he has implemented over the year and the outstanding Breakfast Club he runs for any member of the school community and secondly to Georgie, Ross, Maddie and Jacob.
Currant from Bakers Delight for all their generous donations for any event we run.

I would like to also extend my thanks to Cathy Hession (Canteen Manager) for the fantastic effort she puts in to make our Canteen an affordable service to the school community. She goes above and beyond her call of duty and I know the parents, kids and staff all appreciate it!

I also want to praise the time and effort put into the P&C and especially the School by our wonderful Principal, Lisa Crawford who gives her time freely to attend meetings and discuss any issues we raise.

As president my focus was equally on supporting the school spirit and enriching the culture of the school as much as it was on fundraising, so it was personally satisfying to offer fundraising activities that not only raised funds for the school but were fun for the children and encouraged a sense of school spirit and community. With all our hard work and effort we are pleased to have been able to pay for transport to educational events (CARES buses), contribute to the leadership camp and are happy to be presenting a $10,000 cheque at the end of year assembly to be used for new reading material for the entire school. Job well done!

Although it is challenging to keep everyone happy and to satisfy the vocal minority as well as the silent majority; when your heart is with the school and your focus is to assist the school and to support and nurture the school community, the challenges are not unbeatable and you find the energy and motivation to continue.

Remain focused on the children, not just your own but all the children in the school who will benefit so much from what we can give them financially and emotionally by our efforts in the P&C and I hope that the P&C will continue to grow in strength over the following years. Without the input and help of parents, carers, and community, none of this would be possible. Thank you.

Sam de Araugo
P&C President 2014

Student Representative’s Message

The Student Representative Council (SRC) is made up of class representatives from Year One to Year Six and is led by the School Captains and Vice Captains. In 2014, Miss Gelevski and Miss Bonham supervised the SRC and we would like to thank the teachers for giving their time during recess on Wednesday’s, to help us successfully lead the SRC during 2014. We have learnt many skills whilst leading the SRC and enjoyed representing our school at special assemblies and events in 2014 including the ANZAC and Remembrance Day ceremonies, our annual Celebration of Learning Assembly to finish the year, as well as our regular K-6 and 3-6 fortnightly assemblies.

The SRC once again contributed to important charities that support the health and wellbeing of children, including the Red Nose Day and the Salvation Army Christmas Appeal. This year we also gave generously to a local school in the district. At the school level we held a money trail to raise funds for our school’s gardening group.

The 2014 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, Principal along with all the other schools in the Hawkesbury area and be presented with our Young Leaders awards. It has been an amazing experience to be Hobartville’s school leaders in 2014 and it has been an honor to serve as your School Captains. We will never forget what a great school Hobartville is as we move onto High School in 2015.
Student information

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

Student Enrolment Profile

In 2014 Hobartville Public schools numbers have increased considerably, with an average of 18 students, from 424 in 2013 to 442 students in 2014. This number includes 41 students enrolled within five multi-categorical support unit classes catering for students with moderate intellectual disability and/or a primary disability of autism.

Management of non-attendance

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

Student attendance that is of concern is managed through our schools Learning Support Team and school 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. Letters are sent home each week asking for explanations of unexplained absences.

Workforce information

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

Workforce Composition

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

All teaching staff meet the professional requirements for teaching in NSW public schools and continue to participate in ongoing professional learning at school, regional and state level. Currently there are no Indigenous staff members employed at Hobartville Public School.

Teacher qualifications

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

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<td>Degree or Diploma</td>
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<tr>
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<tr>
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Professional learning and teacher accreditation

Teacher professional learning was closely aligned to the target and management plan for literacy, numeracy and classroom differentiation. The focus on Professional Learning for 2014 was the New Curriculum, Focus on Reading, L3, technology integration, differentiation and National Consistent Collection of Data. Our school has also continued to develop a culture of sharing and celebrating achievements. In 2014 one teacher was awarded a Premier’s Teaching Scholarship sponsored by the Australian Association of Special Education to research Assistive Technology in the United States of America. One temporary teacher was accredited and another has started her Highly Accomplished Teacher accreditation. Most staff attended fortnightly professional development, all staff completed mandatory CPR refresher, anaphylaxis training and child protection update.

Financial summary

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

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<td>Capital programs</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2014

Creative and Practical Arts

Creative and Practical Arts continues to be a significant component in our students’ educational experiences. Students at Hobartville Public School have the opportunity to participate in a range of activities including Dance, Drama, Music and Visual Arts.

Dance

Hobartville Public School’s Junior (Year Three and Year Four) and Senior (Year Five and Year Six) Dance Groups performed at The Richmond Marketplace, Education Week Open Day, and the Nepean Blue Mountains Dance Festival held at the Joan Sutherland Performing Arts Centre, and the Hawkesbury District Dance Eisteddfod at Windsor Function Centre. The Senior Dance group also successfully represented the school at the Sydney West Dance Festival, which was held at The Evan Theatre at Penrith Panthers.

This year our Multi-Categorical Support Classes also had a Support Dance Group consisting of boys and girls from Year One to Year Six. They also performed at The Richmond Marketplace, during Open Day in Education Week, and at the Nepean Blue Mountains Dance Festival, receiving tremendous support from the community.

All students in Kindergarten to Year Six inclusive of students in our Multi-Categorical Support Classes were involved in weekly dance lessons in the hall led by our Dance coordinators. They were introduced to a full dance experience consisting of four different styles of dance.

Music

The 2014 Hobartville Public School Choir consisted of fifty four students from Year Two to Year Six performed throughout the year at School Assemblies, Education week performance at Richmond Market Place, our Education Week Open Day and the Celebration of Learning.
Assembly. These dedicated students practiced each week during their lunchtime to learn a repertoire of ten contemporary songs with thirty senior members performing these at the Hawkesbury Combined Schools Choir at the Music Festival in October. Year Five student Paige Peters also performed a beautiful solo during one of the items.

A small group of students had the opportunity to receive weekly keyboard and guitar musical tuition provided by a private tutor utilising the school’s facilities.

All students were involved in the Count Us In Music Australia program. As a school we combined and sang “Paint You A Song”. All students were also given the opportunity to attend the “Little Mermaid” performance performed by School’s Performance Tours.

All classes, Kindergarten to Year Six, have also performed a variety of musical and dramatic items at the fortnightly class assemblies.

Visual Arts

A number of students demonstrated their artistic talents and had their art selected and entered into the annual Hawkesbury Art Show. With many of these artworks receiving awards from Highly Commended Certificates to First Place Ribbons.

All students from Kindergarten to Year Six have had the opportunity to experiment with and utilise iPad apps to create artworks and dramatisations, enhancing their engagement with the curriculum.

In 2014 a Visual Arts Club was held during lunch playtime to provide students in Years Three to Six the opportunity to develop and explore Visual Art techniques.

A small group of our Year Five and Six students were also invited to participate in DEC Gifted and Talented workshops, Hawkesbury Creative Arts Enrichment Program and Specialised weekend camps in Dance, Drama and Visual Arts.

At the end of 2014, students were given the opportunity to showcase their talents in an instrumental musical, dramatisation and singing in an end of year Talent Show.

Sport

Gala Days and Knockout Competitions

Hobartville achieved excellent sports results during 2014 in both individual and team events. We have continued to actively promote a high standard in sportsmanship and emphasise the importance of being active and maintaining a healthy lifestyle is continually reinforced through regular fitness and skill based lessons from Kindergarten to Year Six. The students at Hobartville were provided with opportunities for performance and participation in many events. These included Hawkesbury Schools Gala Days and Knockout competitions in A.F.L, Cricket, Basketball, Softball, Soccer and Oz Tag. The opportunity to participate in the Gala Days and knockout competitions has had a positive impact on our students’ participation in sporting events, increasing the number of students from Years Three to Six who participate and compete against students from other schools in the district. Thanks go to the various staff members for their efforts, dedication and time in coaching these teams.

Our students have also performed well in school, district and regional swimming, athletics and cross country carnivals. Several students had notable success in representative teams throughout the year.
Dream Cricket

Dream Cricket is a Cricket Australia initiative supporting student with disabilities to engage in sporting activities developing cricket skills. With the support of our local Rotary Clubs and Cricket Australia, students from Years Three to Six in our Multi-categorical Support Unit Classes participated in a Dream Cricket Gala Day, along with Richmond Public School’s ASPECT class and Londonderry Public School students hosted by Hobartville. Students also attended the Annual Dream Cricket Day for students with a disability held at Richmond Oval with more than 100 students with disabilities participating on the day.

Swim School

Students from Hobartville attended DEC Swim Safety Program at Richmond Pool again this year. Students are provided with the opportunity to learn water safety and survival stokes. They engage in ability based groups targeting skills including safe water entry and exits, survival strokes and floatation. Mainstream students from Year Two to Year Six and students Year Three to Year Six in our Support Classes are invited to participate in this wonderful program. We are fortunate to have two AuSwim accredited staff members who assist with this DEC Program. Safety around water is an important life skill valued by the staff at Hobartville Public School.

Chess

Hobartville Chess team were involved in three major chess competitions during 2014, producing excellent results. The Hobartville Public School Chess team included Ryan Lane, Jasmine Lane, Liam Wright, Eric Milne, Curtis Fisher, and Liam Venters. This successful team;

- Won both the District and Regional NSW Chess League Competitions.
- Won the District One Day NSW Junior Chess League Competition continuing into the NSW State finals, where they performed extremely well.
- Won the Penrith RSL Schools competition
- Won the Penrith School Chess Competition continuing into the Regional Competition.

Thirty students from Hobartville also successfully participated in a one day chess camp.

Environment

The school environment has been a focus this year with our efforts being recognised in the Hawkesbury District Garden Competition. We were awarded first place in the Best Student Garden category and second place in the Best Environmental Garden. The school also received an award of Commendation for the Best School Garden maintained by staff.

This year we initiated mini glasshouses so each Stage Three class could grow vegetables from seeds. Our vegetable garden has been expanded to include a vertical strawberry garden made from recycled materials. We have also added a large mesh fence to support passion fruit. Students have been involved in cooking lessons, using the produce grown by the students.

Students have worked inclusively with the students in our support unit classes to replant the garden leading to the support classes. This integration has proved to be very rewarding for all students in our community.

The forest area continues to be the centre of attention with further plantings of bush tucker plants and eucalypts. Unfortunately several large eucalypts were removed due to safety concerns this year with several others being indentified as dangerous.

We are proud of our achievements this year and especially proud of the students who dedicate...
their time to see that our school environment continues to evolve in a sustainable way.

Academic achievements

NAPLAN

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN

In 2014, 59 Year 3 students and 57 Year 5 students completed NAPLAN in the aspects of Literacy (Reading, Writing, Spelling and Grammar and Punctuation) and Numeracy (Number, Patterns and Algebra and Measurement, Space and Geometry).

NAPLAN Year 3 - Literacy
Hobartville Public School has continued to show positive results in Average Progress of Reading, Grammar and Punctuation and Numeracy from Year Three to Year Five, performing above DEC State average and statistically similar schools. Spelling and Writing continue to be an area of focus at our school.

In Grammar and Punctuation our 75.5% of Year 5 performed greater than or equal to expected growth (62.5% 2013) with less than 15% in the 25th Percentile.
NAPLAN Year 5 – Numeracy

Hobartville Public School has continued to show positive results in Numeracy from Year Three to Year Five, performing above DEC State average and statistically similar schools. 35.3% students were in 75th percentile (16.7% 2013). Students performed better in Space and Geometry compared with Patterns and Algebra.

Although slightly below the State average in all aspects, Hobartville remains above the level of growth for the Region and Hawkesbury. Our school continues to work towards improved learning outcomes for our students and in 2014 were able to celebrate that 75% Boys experienced equal to or greater than expected growth in Reading, Writing, Grammar and Punctuation and Numeracy, with 75% of Girls experienced equal to or greater than expected growth in Grammar and Punctuations and Numeracy.

Other Achievements

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 has an active and productive Learning Support Team (LST) that meets on a fortnightly basis. This team discusses and assists in the implementation of programs and strategies to assist students. Students who are reviewed at a Learning Support Meeting are constantly monitored to ensure they achieve maximum learning outcomes. The Learning Support Team also accesses additional services for students where appropriate.

The school has a fulltime Learning and Support Teacher (LaST) to assist students identified or referred to as experiencing learning difficulties. The school has a Reading Recovery (RR) teacher and a number of other teachers also trained in Reading Recovery. In addition, Hobartville has many teachers who have completed the Reading Recovery Support Teacher training. This provides a strong network of teacher expertise for current and past students accessing Reading Recovery.

Staff in the school participated in numerous professional development sessions in order to enhance their skills to support students learning to read. A number of teachers have taken part in online professional development courses. This has included all teachers in Years Three to Year Six who participated in Focus on Reading training.
The school also values and utilises community volunteers to support students individual programs. A number of students have been supported through DEC funding support. This provides a Learning Support Officer as well as professional development for teachers. This funding assists students with additional needs to be supported in a mainstream class.

The school has five Multi-categorical support classes. These classes cater for the needs of students from across the district who have an identified disability. Students are placed in these classes by the district placement panel. Places in these classes are reviewed on an annual basis. This regional support unit is staffed with five teachers and five School Learning Support Officers. All students have an Individual Education Plan (IEP) and are provided with positive opportunities to integrate with mainstream students during class academic, sporting and creative activities, the weekly assemblies and special events throughout the year, as well as in the general playground on a daily basis. Where beneficial, students also have individual integration into mainstream classes to meet their needs. Several students from the support classes attended the senior camp.

**Targeted Early Numeracy (TEN)**

TEN is an early intervention program intended to ensure that all students are on track in numeracy learning by Year Three. Hobartville has continued this program in 2014.

Our Kindergarten to Year Two teachers received training and facilitators visited the school each week to assist teachers in the implementation of the program.

TEN is a numeracy program that involves teachers presenting short, focused, frequent numeracy sessions with strategically targeted activities focusing on addition and subtraction. The students’ learning outcomes were monitored and the data has been used to program lessons.

**Multilit: Making Up Lost Time in Literacy**

The School purchased a copy of the Multilit Program devised by Macquarie University for a research and development initiative to be used as an effective way of teaching low-progress students experiencing difficulties in reading and related skills.

The Program was implemented at Hobartville at the start of Term 3 and has been run daily for all students involved. This regular practice has enabled students to progress at their own pace in reading skills at a level that matches their needs.

The Program is made up of two sections, Sight Words, incorporating 200 commonly-used words and Word Attack Skills, promoting accuracy of pronunciation as well as fluency of oral reading, including comprehension.

One member of staff has been trained to conduct the program with 35 students from Years One to Six working daily, at a level to suit their needs. Having two separate sections within the program allows students to work at the relevant section for their level of skills, so that students can be working on either one or both sections as required.

Once a student completes a section, a Certificate of Completion is presented and to this date, there have been eight students who have achieved this certificate in the Sight Words section. Many teaching staff have commented on the improvement and progress of the students involved in this program, noting the increased skill level within the classroom literacy activities.

**Aboriginal education**

Hobartville Public School 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 integrated into all educational programs and practices. The Aboriginal flag is flown each day and the Acknowledgement of and Welcome to Country is undertaken at every school assembly.

In 2014 one of our year six students received the Gilli Scholarship award. She was the first student from our school to ever receive this award.

In 2014, 7.5% of the schools population identified as being Indigenous. The school continued its implementation of the Norta Norta tutor program, using tied funds provided by the NSW Department of Education and Communities, to provide additional assistance to those Indigenous students in Years Three and Five who did not meet minimum benchmarks in the 2013 NAPLAN test. All Indigenous students have a personalised learning plan (PLP) which is developed according
to individual needs and are evaluated and updated yearly.

Our Year Five and Six students were involved in the UNSW Indigenous program, which was a superb day full of culture and fun. Specialist Indigenous classes are being implemented to provide students the opportunity to learn more about their background and culture. These classes ran each week within the school for an hour at a time.

Aboriginal culture was celebrated throughout the year but most significantly highlighted on NAIDOC day. Our students participated in a variety of activities at stage level that included: listening to Aboriginal storytelling told by Uncle Lex, who also spoke to the students about looking after each other and our land. Students and teachers were involved in preparing, cooking and eating Jonny cakes. Indigenous art, which is currently displayed around our school grounds was created by each class within our school. All students had the opportunity to be involved different learning experiences including dancing (Move it Mob Style), creating and listening to Indigenous music as well as learning rope making and painting techniques.

2015 will also see further programs and initiatives being undertaken by the school Aboriginal Education Committee.

School Chaplaincy Program

Mid 2012, our school received a Federal Government grant as part of the National School Chaplaincy and Welfare Program. This grant funds our school chaplain, Mr Justin Corbett, for up to 7.5 hours per week. During 2014 Justin has continued to complete a minimum 300 hours (1 day/week). He was also successful in gaining extra funding through local businesses and family support to extend his time at school. The National School Chaplaincy Program has provided the school with an extra staff member (part-time) providing support and care for students when otherwise it may not be possible. Our chaplain visited every class frequently during the year and was a helping hand where needed for the day. He also initiated and implemented our school’s very own fully supported Breakfast Club. Now, once a week, a free breakfast is available for all school students providing cereal, toast and fresh fruit.

Premier’s Reading Challenge

In 2014 a total of 431 students from Kindergarten to Year Six completed the Premier’s Reading Challenge, including students from our five support classes. The ability of the primary students to record online and search for books within the library continues to make the process easier each year. All students receive their certificate in their end of year reports with many receiving a gold or platinum certificate for participation of between four to six consecutive years.

Debating

Hobartville Public School has continued to provide opportunities for our students in Public Speaking and Debating. Some of our senior students attended debating camp early in 2014, learning about technique and having the opportunity to build relationships with students from other schools within Western Sydney Region. These students included Ben Underwood, Joshua Ellings, Evie Haseldine, and Haley Robey.

Technology

Our iPad journey has continued during 2014. Student’s Kindergarten to Year Six at Hobartville are utilising iPads in their classroom on a daily basis. Students are using online learning apps like Mathletics, Skoolbo to support differentiating the curriculum for all students. Kindergarten, Year One and Year Two and the Support Unit Classes are also accessing PM e-reading collection to support guided reading and class reading programs. Classes from Year Three to Year Six have been also using Safari and Google Chrome to research topics of interest, learning how to publish what they have learnt through iMovie, Popplet, Pages and Haiku Deck to name a few. With more than 100 apps for teachers to choose from, students are also accessing apps to reinforce known concepts and develop fluency for example timetable quiz, spelling city, number
patterns, sight words, memory match and vocabulary. Teachers have agreed on iPad and Tablet procedures, and have begun to develop a rubric to inform the selection of appropriate apps to be installed on the school iPads. Teachers often discuss safety protocols with their students regarding online safety and appropriate use of technology in the school environment.

Indoor Games

A new initiative was trialed at the end of Term 4 where students were given the opportunity to participate in quiet indoor games during lunchtime. Two days a week were set aside for this activity and it provided another area for students to spend their lunch break. It was very popular during the warmer weather as students were able to be inside away from the heat and still be involved in challenging activities.

School planning and evaluation 2012—2014

School evaluation processes

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

- Student and Parent feedback surveys and discussions
- Staff feedback surveys and discussions

School planning 2012-2014:

School priority 1

Improved outcomes for all students in reading and writing.

Outcomes from 2012–2014

- Affect a 14% increase from 56% in 2013 to 70% in 2014 of Kindergarten students achieving cluster 4 markers on the Literacy Continuum for the aspect of reading.
- Affect a 20% increase from 50% in 2013 to 70% in 2014 of Kindergarten students achieving cluster 4 markers on the Literacy Continuum for the aspect of writing.
- 85% of Kindergarten students to recognise, name and write all the letters and sounds of the alphabet.
- Affect a 19% decrease from 24% to 5% of Kindergarten students achieving reading recovery levels 1 and 2.
- Affect a 19% increase from 51% in 2013 to 70% in 2014 of Kindergarten students to achieve and exceed the reading recovery PM level of 9 with appropriate pitch, intonation and fluency.
- Professional development and delivery of the Multilit (Making up for lost time in literacy) Program for students Years 2-6.

Evidence of achievement of outcomes in 2014:

- 82% of Kindergarten children reached the minimum target of Cluster 4 for Reading Texts on the Literacy Continuum, resulting in a 26% increase from 2013.
- 70 % of Kindergarten children achieved minimum target of Cluster 4 on for the writing aspect of the continuum, resulting in 20% increase target being met.
- 68% of Kindergarten children achieved and exceeded the target of PM level 9. This is a 17% increase on 2013.
- 0% of Kindergarten children were on PM level 1 and 2, resulting in a 24% decrease from 2013.

Strategies to achieve these outcomes in 2014:

- Review of the systems, data and practices that are required for efficient, effective and sustainable interventions.
- Build teacher capacity through ongoing Teacher Professional Learning (TPL) focusing on explicit quality teaching in reading and writing (L3, Focus on Reading, Multilit programs)
• Provision of ongoing TPL for all K-6 staff to utilise software including IW/iPad apps to support quality teaching and learning programs a

• Implement the Primary Connections resource to link science with literacy and investigative approach.

School priority 2
Improved outcomes for all students in Numeracy.

Outcomes from 2012–2014
• 70% of Kindergarten students to achieve minimum of Level 1 (perceptual)
• Affect a 12% increase from 48% in 2013 to 60% in 2014 of Year One Students to achieve minimum of Level 3 (Counting on & back).
• Affect an 18% increase from 32% in 2013 to 50% in 2014 of Year two students to achieve minimum of level 4 (facile).
• Affect an increase in individual students Year 3 and Year 5, achieving growth in NAPLAN Numeracy to 66%.

Evidence of achievement of outcomes in 2014:
• 72% of Kindergarten children achieved the minimum standard of perceptual on the EAS aspect of the Numeracy continuum.
• 79% of Year One students achieved the minimum standard of Counting On on the EAS aspect of the Numeracy continuum, resulting in a 31% increase from 2013.
• 40% of Year two students achieved the minimum standard of Facile on the EAS aspect of the continuum, an 8% increase from 2013.

Strategies to achieve these outcomes in 2014:
• Review of the systems, data and practices that are required for efficient, effective and sustainable interventions.
• Build teacher capacity through TPL and Professional Development focusing on Numeracy (TEN)
• Provision of ongoing TPL and support to staff to utilise software including IW teaching and learning activities, PLAN data for improved student learning outcomes

• Supervisors for all stages to ensure modelled, guided and independent teaching opportunities are differentiated and evident in all programs.

School priority 3
Outcome for 2012–2014
Enhanced teacher capacity to integrate technology into all KLA’s through student-centered 21st Century learning practices.

Evidence of achievement of outcomes in 2014:
• Teaching and learning programs are enhanced and supported through 21st century learning tools including the purchase of additional wireless modems to enhance internet signal and reliability, the upgrade of Hobartville’s second computer lab to include Window’s operating system desktop computers, purchase of additional iPads to support everyday classroom practice with iPad’s now allocated to each classroom, and an Interactive Whiteboard Software subscription enabling staff access to hundreds on lessons supporting the new curriculum.
• Staff continue to deepen their understandings of managing iPads through Configurator Software and available Apps to deepen their understanding of 21st Century learning tools to support classroom practice and enhance student learning outcomes and engagement.
• More than 100 free Education Apps are being utilised to support students...
learning across the curriculum. Teachers and students are continuing to develop their technological skills by utilising the iPads to create presentations, take photos and video students learning, reinforce vocabulary and literacy skills, accessing guided reading books and online software including Mathletics, Skoolbo and trialing the PM Ecollection, as well as develop technology skills.

- Continued dialogues, building teacher capacity and in utilising software (SENTRAL) to create data bases on student welfare, record keeping and staff communication across the whole school community.

- Continued professional dialogues 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 within Stage meetings and Staff TPL.

Strategies to achieve these outcomes in 2014:

- Review of the systems, data and practices that are required for efficient, effective and sustainable interventions.

- Build teacher capacity through TPL and Professional Development focusing on Numeracy (TEN)

- Provision of ongoing TPL and support to staff to utilise software including IW teaching and learning activities, PLAN data for student learning outcomes

- Areas to improve teaching practice and make content relevant and meaningful.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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.

Parents were surveyed about information and communication procedures used consistently at the school. Feedback regarding the schools ‘paperless’ communication has continued to be positive. Families continue to receive digital newsletters with reminders being posted on the school Facebook page for those parents who do not receive email. This digital communication along with the schools website has continued to be effective in communicating daily reminders, event changes and newsletter updates.

Future Directions

2015-2017 School Plan

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

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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: