**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 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.

**Principal’s message**

What a journey 2013 has been. I would like to thank the Hobartville community for making my first year as Principal a very rewarding and memorable year. Thank you for accepting me into the Hobartville community, making me feel welcome and letting me know of any issues that may need working through. I am very much about the parent community and the school working together to form positive relationships and a solid foundation for each and every student’s learning journey. It has been a very busy and challenging year. There have been many high lights, sporting achievements and technology changes, including the purchase of iPads and surface tablets as a classroom engagement tool. These successes have been embraced by the students and staff, which is wonderful to see.

I would also like to thank the P&C for their tireless work over the year. It has been a very successful year. You have supported the school in so many ways and the students and staff really appreciate it.

I would also like to make special mention to the dedicated and professional staff at the school and the hard working students. Thank you for your support and making Hobartville a pleasure to work at.

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.

Lisa Crawford

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**P & C message**

2013 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, Sam de Araugo (Vice President), Emma Payne (Secretary), Lucy Pourau (Treasurer), Dave Sheppard, Emma Payne and Sam De Araugo (Fundraisers), Cathy Hession (Canteen Supervisor) and Lisa Crawford (School Principal). 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 2013 included 3 discos, a Mother’s day stall, a Father’s day stall, a cake stall, 2 Bunnings BBQs, Easter and Christmas raffles and an Election BBQ. These activities helped to raise valuable funds to invest back into our school.

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.

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!

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 2013 Miss Gelevski and Miss Bonham supervised the SRC and we would like to thank the teachers for giving their time during recess on Thursdays, to help us successfully lead the SRC during 2013. We have learnt many skills whilst leading the SRC and enjoyed representing our school at special assemblies and events in 2013 including the ANZAC and Remembrance Day ceremonies, our 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 the Leukemia Foundation’s World’s Greatest Shave, the NSW Cancer Council’s Biggest Morning Tea, Red Nose Day and Stay in Bed Day which raises money to help find a cure for people with mitochondrial disease.

The 2013 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 and 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 2013 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 2014.

Elske Barker and Bryce Wilson
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 2013, the school’s numbers continued to decline, although only slightly with an average of 424 students enrolled, including 41 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 reclassified to a P3 commencing in 2013.

Enrolments for each school year from 2009 are indicated below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>257</td>
<td>259</td>
<td>255</td>
<td>250</td>
<td>243</td>
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</tr>
<tr>
<td>Female</td>
<td>235</td>
<td>222</td>
<td>205</td>
<td>198</td>
<td>184</td>
<td>189</td>
</tr>
</tbody>
</table>

Student attendance profile

Daily, punctual attendance is highly valued at Hobartville Public School. There was a 1.4% increase in student attendance during 2013, with an attendance rate of 94.5%

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>93.0</td>
<td>94.8</td>
<td>93.2</td>
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<tr>
<td>1</td>
<td>94.7</td>
<td>93.5</td>
<td>94.7</td>
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<tr>
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<td>6</td>
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<td>94.2</td>
<td>94.2</td>
<td>93.3</td>
<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.3</td>
<td>93.1</td>
<td>94.5</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. Letters are sent home each week asking for explanations of unexplained absences. There has been an increase in the number of parents applying for leave exemptions.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Assistant Principal (Multi-Categorical)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers (Multi-Categorical)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Part-Time &amp; RFF Teachers</td>
<td>1.834</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.422</td>
</tr>
<tr>
<td>Total</td>
<td>36.656</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

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.
Financial summary

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

Date of financial summary: 30/11/2013

Income
- Balance brought forward: $222,679.06
- Global funds: $273,878.79
- Tied funds: $146,347.78
- School & community sources: $95,083.18
- Interest: $7,639.86
- Trust receipts: $24,426.60
- Canteen: $0.00
- Total income: $768,342.27

Expenditure
- Teaching & learning
  - Key learning areas: $32,561.82
  - Excursions: $67,184.96
  - Extracurricular dissections: $21,107.48
- Library: $6,097.89
- Training & development: $52,273.00
- Tied funds: $146,837.31
- Casual relief teachers: $66,898.36
- Administration & office: $43,168.27
- School-operated canteen: $0.00
- Utilities: $47,387.29
- Maintenance: $49,235.24
- Trust accounts: $23,720.60
- Capital programs: $0.00
- Total expenditure: $504,721.95
- Balance carried forward: $263,620.32

A full copy of the school’s 2013 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 2013

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, during Open Day in Education Week, the Nepean Blue Mountains Dance Festival held at the Joan Sutherland Performing Arts Centre, the Hawkesbury District Dance Festival at Windsor Function Centre and the annual Celebration of Learning Assembly.

The Senior Dance group successfully represented the school at the Sydney West Dance Festival, which was held at The Evan Theatre at Penrith Panthers.

A combined choir of 54 students from Stages 1, 2 and 3 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.

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, Stage One and Stage Two students including those in our Support classes, were involved in weekly dance lessons in the hall, which was led by our Dance coordinators. They were introduced to a full dance experience...
consisting of four different styles of dance.

Students entered the annual Hawkesbury Art Show.

School’s Performance Tours presented ‘Snow White” which allowed the students the opportunity to be an audience member for a musical.

Students K-6 experimented with and used many iPad apps to create visual art. This technology was also used by the students to create digital movies of real life dramatisations in their classrooms.

Visual Arts club was held during lunch playtime to teach students 3-6 Visual Art techniques.

Sport

Hobartville has achieved excellent sports results during 2013 at both individual and team events. We have continued to actively promote a high standard in sportsmanship and the importance of being active and maintaining a healthy lifestyle is continually reinforced through regular fitness and skill based lessons from K-6.

Opportunities for performance and participation were offered in the following events:

Hawkesbury P.S.S.A Gala Days in a variety of sports – A.F.L, Cricket, Basketball and Oz tag. These took the place of regular Friday P.S.S.A sport which ceased to be a viable competition due to the lack of participating schools. These gala days gave an increased number of students from years 3-6 the opportunity to participate 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.

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

Nate Dunshea captained the successful N.S.W State Soccer Team at the National Carnival. The school football team reached the semi-finals of the Sydney West draw in the State Knockout Competition.

Nate and Riley Mockford were members of the winning district boys softball side and Riley was a member of a club side which toured Japan.

Bryce Wilson and Callum Dennis were representative cricketers who helped the school side reach the finals of the Sydney West Cricket Competition.

Mark Okulis was a talented member of the District Baseball Team who helped the school reach the semi-finals of Sydney West section of the state knock out.
School teams won the district P.S.S.A Gala days in boys basketball, AFL and Milo Cup Cricket.

Around 150 students in Years 2-6, including students in the Multi-categorical classes participated in the DEC Swimming Scheme increasing their confidence, personal abilities and water safety skills in the water.

**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 2013, 50 Year 3 students and 54 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).
School Growth in Reading

School Growth in Writing

School Growth in Grammar and Punctuation

Hobartville is above state average growth from Year 3 to Year 5 in Reading and only slightly below the regional average. Some of the students in bands 1, 2 and 3 have made significant improvements with reading.

School growth in Writing is also above the State average growth and well above the regional growth. A majority of the student growth has come from the lower bands 1, 2 and 3. The greatest growth has been in Grammar and Punctuation at 96%

Year 3 NAPLAN Number, Patterns and Algebra
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 and reviewed 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 Stage 2 and 3 participating in Focus on Reading training. The school also values and utilise 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 (MC) support classes. These classes cater for the needs of students from across the district who have an
identified disability. (Autism, physical or intellectual) 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. Seven students from the support classes attended the Stage 3 camp. In 2013, students from the support unit have represented the school as part of the dance group and choir as well as being members of school sporting teams for Gala Days.

Targeted Early Numeracy (TEN)

TEN is an early intervention program intended to ensure that all students are on track in numeracy learning by Year 3. Hobartville applied to participate in this program in Semester 2, 2013. Our K-2 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.

End of year targets:

- Kindergarten: Students will have reached at least the perceptual (counting visible items) counting stage in the range to 20. 100%
- Year One: Students will be at least able to show figurative (counting concealed items) counting across the decade (9+4). 94%
- Year Two: Students will be at least counting on and back in the range to 30. 92%

The program has been highly successful and will be continued in 2014.

Aboriginal education

Hobartville 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 2013, 5.5% of the schools population identified as being Aboriginal. 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 Aboriginal students in Years 3 and 5 who did not meet minimum benchmarks in the 2012 NAPLAN test. All Aboriginal students have a personalised learning plan (PLPs) which are developed according to individual needs and are evaluated and updated yearly.

The Aboriginal flag is flown each day and the Acknowledgement of and Welcome to Country is undertaken at all school assemblies.

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, Aboriginal art, dancing, music and cultural body art.

2014 will continue to see further programs and initiatives being undertaken by the school Aboriginal Education Committee.
Multicultural education

Harmony Day

Harmony Day is managed by the Department of Immigration and Citizenship and coincides with the United Nations International Day for the Elimination of Racial Discrimination. It is a day of cultural respect, widely celebrated across schools.

The message of Harmony Day is Everyone Belongs. In 2013 the theme was: Many Stories – One Australia.

Our Australian Story is diverse. We come from many countries around the world. We each make up the pages of the bigger Australian story we share today. From the Dreamtime to the Eureka to the Snowy River, from the outback to the city, in wartime and in peace, our stories may be heart wrenching but also inspirational.

Harmony Day lets us take the time to celebrate our diversity.

At Hobartville we shared different stories and represented these on the Hands. Orange is the predominant colour for Harmony Day. Other activities the children participated in included a friendly Football (soccer) game, interactive whiteboard activities recognising cultural difference and watched a video clip created for our students by Craig Foster and Les Murray from SBS TV. We learnt Aboriginal dance, moving to ‘Move it Mob Style’ and told traditional stories.

Kindergarten Orientation

Preparation for Kindergarten 2014 began at the end of Term 3 with an information evening for parents and caregivers. The parents were given an overview of the Early Stage One curriculum and useful practical information about starting school. The evening was well attended and many staff members were on hand to answer questions and provide information.

This was followed in Term 4 with three transition visits to school; one session before recess, one after and one in the afternoon. The students were partnered with Year 4 buddies and enjoyed a range of activities in Kindergarten classrooms. The students had the opportunity to listen to stories, play number games and participate in Creative Arts activities. The buddies were on hand to help and make the occasion special.

School Website

Throughout 2013, the school website has been used to improve communication with the broader community. Current events are easily visible on the calendar.

The opening page has been used to promote programs within the school that showcase student achievements.

Following school events, photos are uploaded to the photo gallery, giving parents a snapshot of their children’s activities.

Under the tab ‘School Years’ we have begun to high light student work samples, giving students an avenue through which they can publish their work.

Notes are uploaded regularly to allow parents access in the event of loss or misplacement.
In Term 3, newsletters went digital. This has enabled us to create the fortnightly newsletter in colour, enhancing its presentation, provide reliable delivery and reduce the quantity of paper used. Non-custodial parents also have immediate access to information related to their children.

Environment

This year has seen Stage Three students present their Alive Project to the University of Western Sydney. Students assisted in a workshop, which taught students from other schools how to construct nesting boxes. The NSW State Minister for Education viewed our Alive Project on YouTube and commented to those in attendance that it was an outstanding project.

Not only did we make nesting boxes for the red rumped grass parrots, we also planted over 80 spiky grevilleas to increase the habitat for native birds. We have also continued our tree plantings along the southern boundary in the hope of creating a tree corridor.

Our vegetable gardens have continued to thrive and crops have been in abundance. Students have been encouraged to eat the produce at school, which has resulted in many students trying things for the first time.

The forest has continued to thrive with some of the gum trees in excess of 5 metres. The survival rate of plantings has been over 95% which has been outstanding.

Students from Stage Three have worked alongside students from the Support Classes to share their expertise and knowledge about gardening. The Support classes have assisted in maintaining the garden leading to their classrooms and have also assisted with the watering of our citrus trees.

Students from K-2 have been actively involved in the garden at lunch times. They have also assisted with the vegetable garden and maintenance in the forest area. Our achievements have been amazing and this has only been possible because students have worked together in making our school a place they can be very proud of.

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 2013 Justin completed a minimum 300 hours (1 day/week),
however he was also successful in gaining extra funding through local businesses and family support to extend his time at school for a full second day. 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 starting in Term 4. Twice a week free breakfast was available for all school students and includes cereal, toast and fresh fruit.

Sixteen Year six Students were awarded platinum certificates signifying seven years of participation and a further fifty nine students achieved gold certificates for four years of participation.

Chess

Hobartville Chess team were involved in three major chess competitions in 2013, producing excellent results over the year. The first chess competition involved eight students at Penrith High School, where they came first. One team of four players then went on to win the District NSW Junior Chess League Primary School Chess Competition, playing ten after school games during Term Two. Thirty students also participated in the District Primary Schools One Day Chess Competition with the A team coming first and B team second. The A team then went on to successfully compete at the State Finals in November. Year Three student Ryan Lane was awarded the trophy for highest score in both the One Day and Junior Chess League competitions. The highly skilled tuition given by parent Gary Lane was invaluable in further developing the students’ skills over the year.

Public Speaking

Four students from Stage Two and Stage Three were selected to attend the Hawkesbury District Public Speaking Competition at Londonderry Public School. Each stage conducted a public speaking competition and the winners were selected to represent the school. From all reports the students excelled themselves at Londonderry Public School with one student narrowly missing out on reaching the final.

Premier’s Reading Challenge

In 2013 a total of 352 students from K-6 completed the Premier’s Reading Challenge, including students from our five Support classes.

The staff at Hobartville was surveyed in the areas of school strengths, areas for improvement and future directions. 21 staff members returned the surveys and the results are collated below.
**Hobartville PS Strengths**

**Areas for Improvement**

**Future Directions**

**School planning 2012—2014: progress in 2013**

**School priority 1**

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.

**Outcomes from 2012–2014**

Improved outcomes for all students in reading and writing.

**Evidence of progress towards outcomes in 2013:**

- Teacher professional learning focused on the New Curriculum.
- All 3-6 teachers completed phase 1 Focus on Reading.
- Incorporated the Richmond Learning Community Writing Program.

**2014 Targets to achieve this outcome include:**

- At least 40% of students achieving proficiency levels in NAPLAN Reading and Writing
- At least 55% of students achieving stage outcomes in the areas of Reading and Writing in the new English syllabus
- At least 50% of students achieving expected cluster markers for grade level in the aspects of Reading and Writing on the Literacy Continuum.

**Strategies to achieve these targets include:**

- Deliver ongoing Teacher Professional Learning (TPL) to staff on systematic, explicit quality teaching in reading and writing.
- Provide ongoing TPL to all K-6 staff on programming and implementation of new English syllabus, including 21st Century learning.
- Provide ongoing TPL for all staff on the Literacy continuum, including PLAN software and Learning Plans.
- Provide Kindergarten team with 3 days per week of focused, in class modelling, mentoring, coaching and support for reading and writing.
- Provide Stage One team with 3 days of focused, in class mentoring, coaching and support for reading and writing per week.
- Provide Stage Two & Three teams with 3 days of focused, in class mentoring, coaching and support for Literacy aspects.
• Audit and purchase appropriate texts and resources necessary for quality guided reading and writing lessons.
• Implement the Primary Connections resource to link science with literacy through an inquiry and investigative approach.

School priority 2
Outcomes from 2012–2014
Improved outcomes for all students in Numeracy.
Evidence of progress towards outcomes in 2013:
• Professional Learning sessions on Problem solving.
• Students in Stages 2 and 3 grouped in Mathematics ability groups at least 3 days per week.
• All K-2 teachers trained in, and implemented the TEN program.

Strategies to achieve these outcomes in 2014:
2014 Targets to achieve this outcome include:
• At least 35% of students achieving proficiency levels in NAPLAN Numeracy
• Affect a 9.7% increase in individual students achieving and exceeding expected growth in NAPLAN Numeracy from 56.3% to 66%
• At least 50% of students achieving expected cluster markers for grade level in the aspects of Counting Sequences (aspect 1) and Counting as a problem solving process - Early Arithmetical Strategies (aspect 2).

Strategies to achieve these targets include:
• Provide a series of TPL to K-6 staff on content, organisation and implementation of new Mathematics syllabus, in preparation for 2015 implementation.
• LaST to provide support to K-6 teachers during differentiated group lessons to support individual education programs and assist in demonstrating growth in the middle band students.
• K-2 teachers continue to implement TEN program and strategies. New, untrained teachers to be provided with TPL. In TEN, data to be collected and analysed each term.
• Provide ongoing TPL and support to K-6 staff on the Numeracy continuums, including PLAN software and Learning Plans. Plotting of data on software for aspects 1 and 2 each term.
• Provide TPL for 3-6 staff on Newman’s Prompts, including modelled lessons and programming.
• Supervisors of 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 progress towards outcomes in 2013
• Professional Learning in the introduction to Configurator Software and App dating sessions aimed at deepening staff understanding of 21st Century learning tools to support classroom practice and enhance student learning outcomes and engagement.
• Purchase of iPads, Windows 8 Surface tablets, and interactive whiteboards for each stage ensuring the consistency of educational delivery
• More than 100 free Education Apps are being utilise to online bended learning opportunities and increase staff skills in accessing appropriate technologies
• Building teacher capacity through planned TPL in utilising software (SENTRAL) to create data bases on student welfare, record
keeping and staff communication across the whole school community.

- Purchase and installation of a Mac Mini Server and Seagate backup drive system to provide a more efficient internet service to support online access to current up to date information for our students and staff and the technological needs of Hobartville.

**2014 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 improved student learning outcomes.

**Strategies to achieve these targets include:**

- Continue to review all learning support systems within the school. Identify the systems, data and practices that are required for efficient, effective and sustainable interventions.

- Provide ongoing TPL and support to staff to utilize software where possible for student data and tracking; including PLAN data and SENTRAL.

- Continue evaluation of technology practices linked with QT programming & planning and teacher learning using contemporary technology tools.

- Build teaching knowledge and skills and support colleagues to develop a shared understanding of 21st Century learning by incorporating technology mentoring into afternoon Teachers Professional Learning sessions linked to the teaching professional standards.

- Build teacher knowledge in DEC tools (TaLE/CLICK/School A-Z) and incorporate DEC tools into quality teaching and learning programs across all Key Learning Areas to improve teaching practice and make content relevant and meaningful.

- Continue evaluation of technology practices linked with QT programming & planning and teacher learning using contemporary technology tools.

**Professional learning**

Teacher professional learning was closely aligned to targets and management plan for literacy, numeracy and classroom differentiation. Particular focus was given to the New Curriculum, TEN and Focus on Reading. 98% of teaching staff attended fortnightly Professional Learning sessions. 100% of staff attended CPR refresher and mandatory face to face anaphylaxis training.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, 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.

Their responses are presented below.

Parents were surveyed about information and communication procedures used consistently at the school. The survey required parents to nominate preferred forms of communication, including permission notes and the newsletter. 92% of parents preferred digital newsletter either by email or on the school website. By the end of 2013, between 5 and 10 families were collecting a paper copy of the newsletter. This is continuing into 2014 with reminders being posted on the school Facebook page for those parents who do not receive email. This digital communication is also effective in communicating daily reminders, event changes and some emergency warnings impacting the school.
Technology Survey

Parents who attended the Apps@Hobartville information session were invited to complete an online survey utilising the App Socrative.

Parents were asked; Do you or your child have access to an idevice? What do you mainly use the device for? Does your child talk about idevices they use in the classroom? Which Apps do you think your child would like to use? Did you find this session informative?

The results indicated that most students have access to an idevice within their household, however most parents stated the devices are utilised for Social Media and Games. And when asked who had accessed the App Mathletics many parent commented they had not. Of the parents who were able to access the survey when asked how they utilised the apps on their idevice; three selected games, five selected Social Media, none selected Literacy Numeracy Skills, none selected Other. 100% of the parents who were able to respond to the survey said the App session was informative and most parents stated they would try at least three or more of the Apps we shared. Three parents comment they would use ‘all of them’.

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: