School context

Hinton Public School is situated 10 kilometres east of Maitland at the junction of the Paterson and Hunter Rivers. The school was established in 1848 making it the second oldest continually operating school in the state. Hinton Public School boasts five modern classrooms, a well-equipped computer room and a beautiful heritage listed library. The school motto, Every little one counts, is adopted in all school activities. Each child is valued, encouraged and given opportunities in sport, dance, information technology, music, drumming, guitar environmental activities and academic opportunities. Extra programs include debating, public speaking, School Parliament, Active After School Communities, Peer Support and Star Struck. Our aim is to allow each child to reach their full potential through participation and the opportunity through access to a variety of activities and links with other schools.

Principal’s message

Hinton Public School is a progressive, well-resourced semi-rural school. Our students’ educational needs are the school’s priority with staff committed to delivering quality teaching and learning experiences that cater for individual needs. Our dedicated staff, families and community take great pride in our school and work in partnership to maintain opportunities for students to succeed and reach their full potential in the academic strands of the curriculum, in sport, the arts and cultural programs. Student welfare and values programs coupled with decision making and leadership opportunities encourage students to develop socially and emotionally in a supportive and caring environment. We are very appreciative of the additional resources that support the school’s educational programs provided by our Parents’ and Citizens’ Association (P&C).

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.

Stephen Welsh
Principal

P & C message

2013 saw us welcome our new School Principal Steve Welsh. He did not get to see the best the P & C had to offer when he arrived! The P & C had a rocky start to Term 2 with a complete change of our Executive. This situation has shown the need for policies to be clear and accessible for all financial members. The need for a fair, open communicative environment that is free of discrimination and harassment. Our school brand was damaged in our wider community because of inappropriate actions and attitudes of several school parents.

The P & C community has worked very hard to change this during the remainder of the year and the executive have worked closely with Steve to overcome these challenges.

We held some great fundraising activities throughout the year including Mother’s Day and Father’s Day Stall’s, School Athletics BBQ and our big fundraiser of the year, our Mini Fair held on Election Day. We purchased a new stage for the school and updated new reading material for the children.

It is not just money we contributed to the school it is the countless number of hours donated to the school by our many volunteers across the community. This time was donated to the school through reading groups, Sausage sizzles, works completed in school grounds, goods made to sell at our Mini Fair, just to name a few. These are invaluable resources from our local community not just Hinton Public School parents.

Hinton P & C look forward to supporting our teachers to build a brighter future for our children in 2014,

Jaime Munro
President Hinton P&C Association
Student representative’s message

2013 was another great year for the students at Hinton Public School.

We participated in Clean Up Australia Day, ANZAC Day, Shave for a Cure, Harmony Day, Premier’s Sporting, Spelling and Reading Challenges.

One of the exciting things that happened this year was when the Paterson and Williams Rivers flooded. Some students had to go to a nearby school until the floodwaters went down.

As part of our leadership development, we attended the GRIP Leadership Conference. This gave us many ideas on how to be better student leaders. Our School Parliament was very active. We did a lot of fund raising and continued with our World Vision Sponsorship of a child who lives in Honduras.

We both enjoyed our roles in leading school assemblies, special events and other important ceremonies.

We also had some great excursions. Kinder to Year 3 went to Fighter World while Years 4 – 6 went on a 3 day excursion to Sydney to learn about the First European Settlement.

It is sad to leave such a great school. For our farewell gift to the school, we purchased some garden beds to help the school with their environmental education program.

We would also like to congratulate the 2014 Hinton Public School Leaders and wish them a successful and fun year.

Aled Siever and Isabella Lantry.
2013 School Leaders

Student information

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

At Hinton Public School every effort is made to support and encourage student attendance. Information on the Department’s attendance requirements is published in the school newsletter during the year. The school uses Sentral to track student attendance.

In the case of non-attendance a series of steps are undertaken. Parents and caregivers are encouraged to contact the school if a child is absent for more than two days. On return to school, if a verbal reason for an absence has not been recorded via telephone, students need to bring a note to explain absences. Where no explanation has been given after 4 weeks a formal letter is sent out to families requesting an explanation. Should unexplained absences or non-attendance continue, the school follows Departmental guidelines including involvement of the Home School Liaison Officer. School attendance is monitored fortnightly by the Principal.

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, 2013 requires schools to report on Aboriginal composition of their workforce.

Under the merit selection process, one teacher was successful in gaining a promotion to Assistant Principal at another school.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0</td>
</tr>
</tbody>
</table>

At Hinton Public School there are no indigenous members of staff.
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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>54263.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>86813.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>28512.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45058.36</td>
</tr>
<tr>
<td>Interest</td>
<td>1766.91</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6882.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>223297.08</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | 14401.68   |
| Excursions                 | 18505.24   |
| Extracurricular dissections| 15891.36   |
| Library                    | 2357.18    |
| Training & development     | 3164.62    |
| Tied funds                 | 22268.79   |
| Casual relief teachers     | 12472.51   |
| Administration & office    | 38656.79   |
| School-operated canteen    | 0.00       |
| Utilities                  | 19016.09   |
| Maintenance                | 12343.27   |
| Trust accounts             | 6449.48    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 165527.01  |
| **Balance carried forward**| 57770.07   |

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

Other achievements

Arts

Self-expression through participation in the arts is valued and supported at Hinton Public School. Performance, publication and exhibitions in creative and practical arts are encouraged.

Highlights included:

- Hinton Dance Group, trained by Mrs Woodward and Mrs Robinson, performing at Star Struck.
- Students performing in the school talent quests in senior and junior divisions.
- Weekly guitar lessons conducted by Mrs Eagar.
- Weekly drum lessons conducted by Mr Col Hatchman, culminating in a performance at the carols/concert night.
Sports

Students are encouraged to participate in a wide range of sports, which are chosen to develop personal skill, fitness, co-operation and self-confidence and to provide leisure options for life.

Highlights of this year’s sporting programs and achievements included:

- Teams participating in PSSA knockouts in netball, soccer and touch football, in an Oz Tag gala day and in the small school’s soccer PSSA competition;
- Students participating in the special Swimming Scheme;
- Students participating in swimming, cross country, AFL, athletics carnivals, soccer, cricket and basketball clinics and in weekly organised games and physical education lessons.
- Students participated in the Small Schools Sports Gala Days where students were exposed to a variety of new sporting opportunities.
- Students participating twice per week in the Active After-School Communities program.

Other

- Students from Year 3 to Year 6 competed in the Australasian Schools Competition. This resulted in: Science - 1 Credit; English - 2 Credits; Spelling - 1 Credit and Mathematics - 2 Credits being awarded.
- Year 5 and Year 6 students competed in the Newcastle Permanent Mathematics Competition with one student receiving a distinction.
- Students were active in many environmental activities, including Clean up Australia Day, Aquaponics, Gardening Club, Bird Watch and Africa Olive Awareness Campaigns.
- School Leaders were active, particularly through the vehicle of School Parliament, where the student voice raised numerous issues, voted on school activities and monitored environmental, sport, health, transport, educational and social issues. School Parliamentarians attended the ‘Grip’ Leadership Day, resulting in refining of their leadership skills.
- Four students won awards during Education Week for their outstanding citizenship.
- Excursions were held supporting class units: Years 4, 5 and 6 visited Sydney in their study of Australian Settlement. Years K-3 used various methods of transport to visit Fighter World and Newcastle in their transport studies.
- Debating on a class basis in Years 5 and 6 and a public speaking program were highlighted by the combined small schools’ debating competition and public speaking competition. Hinton School participated strongly in the debating, being declared winners in the Small Schools Debating Competition.
- One student won the Early Stage 1 category in a Small Schools Public Speaking competition.
- The Peer Support Program was highly successful as Stage 3 students guided their younger peers, resulting in increased care, respect and support throughout the school.
- Various charities were supported, including The Samaritans, Ronald McDonald House through McHappy Day and the Leukaemia Foundation through Shave for a Cure. In 2014, Hinton Public School will receive a Gold Award from Stewart House for its fundraising efforts.
- Students marched in the ANZAC March on ANZAC day and participated in their own service at school prior to the day. School leaders attended the Remembrance Day Service.
Students K-6 participated in an intensive gymnastics program delivered by qualified instructors. This program developed the student’s skills and confidence.

Year 6 students attended and participated in a combined schools’ program at Maitland High School as part of the transition to high school program. They experienced activities from the creative arts, industrial arts, computer and home economics faculties.

**Significant programs and initiatives**

**Aboriginal education**

While Hinton Public School currently has one Aboriginal student enrolled, our school strives to include awareness raising activities to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. In 2013 this included:
- Acknowledgement of Country included in a wide range of school occasions.
- Observation of Sorry Day.
- Purchase of literacy and visual resources.

**Multicultural education**

There are no students enrolled at Hinton Public school that identify as ESL. Awareness of other cultures was supported by a range of programs. These included:
- all students participated in the CWA International Country of Study (Morocco) program culminating in presenting information at CWA luncheon afternoon.
- students participated in Harmony Day unit of study culminating in assembly presentations to the community.

The school’s Anti-Racism Contact Officer undertook refresher training in 2013.

**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:
- Conducting a focus group survey of students and parents.
- Anecdotal evidence
- Staff discussions

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

**School priority 1**

**Literacy Outcomes for 2012–2014**

Increased levels of literacy achievement in line with State Plan Targets.

Diminish gap in literacy achievement between Aboriginal students and all students.

Improved state wide diagnostic assessment of literacy in Kindergarten.

**Outcomes from 2012–2014**

- 80% of students in Year 3 and Year 5 achieving at or above minimum standards and 50% achieving at proficiency level in reading as measured in NAPLAN testing.
- 80% of K-2 students successfully reaching age appropriate Reading Recovery level (K level 6, Year 1 level 16, Year 2 level 26),

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

- 68% of K-2 students reached age appropriate Reading Recovery levels,
- 93% of students in Year 3 are at or above national minimum standards in literacy.
- 94% of students in Year 5 are at or above national minimum standards in areas of literacy.
Strategies to achieve these outcomes in 2014

- Implement the Best Start Kindergarten Assessment Program to identify literacy learning that children bring to school and use this data to inform, plan and deliver quality early years literacy programs.
- Analyse individual students needs and provide appropriate support.
- Implement the new English syllabus.
- Evaluate, implement and maintain whole school systems including daily passage reading and whole school home reading program.

School priority 2

Numeracy Outcomes for 2012–2014

Increased levels of numeracy achievement for every student in line with school targets.

Diminish gap in numeracy achievement between Aboriginal students and all students.

Improved state wide diagnostic assessment of numeracy learning in Kindergarten.

Evidence of progress towards outcomes in 2013:

- No students below national minimum standards in Year 3 according to 2013 NAPLAN data.
- 94% of students in Year 5 at or above national minimum standards according to 2013 Naplan data.

Strategies to achieve these outcomes in 2014:

- Implement whole school data collection in numeracy to track understanding and improvement.

School priority 3

Connected Learning Outcomes for 2012–2014

Enhanced state-wide access to digital educational resources for learning and teaching and for teacher professional learning.

Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning.

Broader curriculum options for every student through information and communication technologies and communities of schools.

Evidence of progress towards outcomes in 2013:

- School became Wi-Fi capable in 2013.
- Increased teacher professional learning in ICT.
- Using ICT and the new English syllabus, Year 3 / 4 students produced their own ‘Claymation’ movies.

Strategies to achieve these outcomes in 2014:

- Purchase Switched on ICT (Yr 1 – 6) to develop creativity and progression in computing skills.
- Investigate the purchase of DEC supported ipads / tablets.
Professional learning

2013 professional development focused on supporting our annual school targets and Department of Education and Communities priorities.

Staff participated in a variety of training and development activities.

All staff participated in implementing the Australian Curriculum with two teachers being trained as Curriculum Leaders in English and Mathematics.

Staff development days included working with other small schools, school planning and policy review.

Staff also participated in training opportunities including a leadership development programs, ICT, LAST training and the Live Life Well Program.

There were no new scheme teachers at Hinton Public School in 2013.

In 2013, the average expenditure on Professional Learning was $633 per staff member.

Parent/caregiver, student and teacher satisfaction

In 2013 the school sought the opinions of students, parents and teachers about the school. Their responses are presented below:

School Culture

- 97% of all surveyed indicated the school provides a happy and safe environment while 85% feel welcomed and valued.

- While 52% of students believe that teachers could be more approachable and willing to listen, 80% of parents indicated the teachers were approachable and willing to listen.

Teaching and Learning

- 93% of all surveyed believe the school provides essential skills in Literacy and Numeracy.

- A small percentage of students believe they could be more challenged in their learning.

Student Welfare and Discipline

- All parties surveyed knew the expectations for appropriate behaviour and believe welfare and discipline procedures are fair and equitable.

- Parents and students agreed the school can improve on recognizing positive behaviour.

Reporting and Assessing

- Parents indicated they would like to be better informed about their child’s academic progress and performance.

Overall

- According to all those surveyed, the average overall satisfaction score was 89%.

- Parents commented they would like to receive feedback on homework.

- Students commented the playground Play Fair program is worthwhile.

Program evaluations

Background

In 2013, the school sought the opinions of parents, students and teachers about the school’s Technology Program. The school became Wi-Fi capable during 2013.

Their responses are presented below.

Findings and conclusions

All parents surveyed have a working computer at home that connects to the internet.

The majority of parents believe the use of technology was either important or critically important in ensuring students are successful.

A similar majority of parents and students believe that laptops and ipads are important or critically important for the future use of technology in the school. Teachers believed it would be more beneficial to wait until DEC supported ipads / tablets are rolled out.

The staff believed that introducing a ‘Bring Your Own Device’ program would be counter-productive at this stage.
Interestingly, only 18% of parents surveyed frequently visit the school’s website. When visiting the school’s website, most parents access the school calendar.

Students believe they do not have enough access to technology and are not proficient with the basic operations of using a computer. They would like to use technology for gaming skills (Wii, x-box etc.).

**Future directions**

- Investigate the purchase of ipads / tablets when they are supported by the DEC.
- Update the school calendar on the website more frequently.
- Purchase *Switched on ICT (Yr 1 – 6)* to develop creativity and progression in computing skills.

**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.

Stephen Welsh: Principal
Gail Burns: Teacher
Elizabeth Drayton: Teacher
Ralph Hieke: Teacher
Sue Jordan: Senior Administration Manager
Jaime Munro: P and C President

**School contact information**

Hinton Public School
Paterson Street Hinton 2321
Ph: 49 305 266
Fax: 49 305 502
Email: hinton-p.school@det.nsw.edu.au
School Code: 2167

**School contact information**

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: