Messages

Principal’s message
2012 and a school year full of achievements and memorable moments.

There were some staff changes during the 2012 school year. Ms Sandy Ryan joined our staff as AP and had an immediate impact with some terrifically creative moments. The mini Olympics and the new merit scheme were two of her ideas. Mrs Murphy also assumed a permanent leadership role in the school as the AP. We welcomed Miss Jenny Patterson to the maths teaching position and as well as maths teaching she has added much to the PBL team and the technology capacity of the staff. Mr Bob Dawson returned to Hillston to continue the great teaching in HSIE. Mrs Jatan returned to the school in Term 3 and Mr Dawson was willing to continue, this time replacing Mr Mewburn. Miss Ann Marie Grogan came to us from Eire and filled the role of rural relief with aplomb. Miss Sarah Martin has been adding much depth to the teaching in Primary. Ms Sylvia Mekhitarian joined us from Tasmania to teach Visual Arts, Music and Technology. The new mural in the school bears testament to her work.

Within the school there have been some substantial program changes. The new Merit system fulfilled its promise in allowing students to be recognised for their positive contributions to learning. Several students have now achieved the Gold standard. This year the musical avalanche that is ACMF at Hillston rolled into top gear courtesy of the organisation and diplomacy of Mrs Murphy. Rachel’s visits each term were a highlight. The school and the Hillston community were fortunate to experience the RAN band through workshops for students and concerts for school and community. The Riverina Access Partnership continued to deliver strongly for our senior students through study days and an excursion to Sydney.

The SRC expanded as the change to endorsing nominations replaced elections. This group coordinated the first school disco for several years very successfully. Red nose day and students surveys were part of their achievements this year. Again our school captains excelled at Anzac commemorations.

Underpinning all these achievements has been the quality of the students of Hillston. The hard work and interest that has been seen in classrooms and around the school yard reinforces the quality of the school. Academically students have shown the benefits of consistent application in class. The student leadership has matured and the expansion of the Student Volunteering program has shown the willingness of students to become involved in wider whole school activities.

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.

Steve Chapman

P & C message
The P&C has had another active and effective year contributing to the life of our school. Some of the ways that we have aided the school financially include the provision of funds to purchase replacement reading books, funding student insurance, contributing to the cost of the new screen in the school hall and providing a student scholarship. To achieve all this we have undertaken fund raising activities such as catering for various functions, running a canteen for the regional cross country and mother’s day and father’s day stalls. We have also continued to operate the uniform shop which as well as raising funds, also provides a handy outlet for school uniforms that aren’t required any more. Many of the volunteers who have assisted throughout the year have done so knowing that even the mundane tasks such as chopping up cabbage, washing uniforms or turning sausages on a
barbeque directly equates to better education resources for our children.

But the P&C is not just about raising and dispersing money. The highlight for me continues to be the monthly meetings. Our Principal gives us comprehensive reports outlining progress and the challenges the school is dealing with. The meetings are an open forum frank and robust discussion is welcomed. Executive teachers field questions and welcome feedback from the parent body. Issues we have discussed throughout the year include the newly implemented student merit/discipline system, school grants and funding, school environment plan, school uniform issues, and general matters relating to the school learning environment. Those who have attended the meetings have gained an insight into what is involved in operating a school such as ours.

I would like to recognise the dedication and commitment to the education of our children by the staff of the school. The more contact with the school the more you see the effort that is put in by the staff to provide an interesting and effective place of learning for the students. It’s not just the classroom learning. It is things such as the ACMF classroom music program now extended to Secondary students; the “kids teaching kids’ program, the sporting trips away and the excursions throughout the year.

Our school canteen has continued to provide a valuable service to the students and staff of the school under the management of Gloria Tregea. Gloria is regularly assisted by volunteers and thanks are extended to Christine McRae, Donna Kennedy, Katie-Anne Parker and Rebecca Dalton.

Finally I would like to thank the P&C office bearers for 2012. Vice presidents Jo Keefe and Lyn Manton, Secretary Cheryl Wray, Treasurer Marlene MacDonald and canteen Treasurer Charone Moore.

Kent Burgess

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**Student representatives’ message**

The Student Representative Council has played an active role in the school in 2012. The voting system was different this year – the election process where candidates delivered speeches and their class voted for the two they thought would be best for the position, which had been used in previous years, was replaced with an approval process where the students endorsed a list of all the nominations and they put a tick next to the names that they approved of as an SRC member. This made for a larger SRC which meant that jobs could be more easily spread, although it meant that there were more voices in discussions.

Every Friday two members ran the morning whole school assembly. The aim of this was to show everyone that the SRC was actually playing an active role doing things and to let the students know who was on the SRC so that they could go to them with their ideas and opinions on school matters.

The SRC held several events to raise money for charities as well as for our own purposes. In Term 1 the SRC ran “Crazy Head Day” where people wore unusual headwear or hairstyles and brought a gold coin to donate to Liz Brettschneider’s head shave, the proceeds of which went to the Leukaemia Foundation. After the March floods a cake stall was held to raise funds for those RAP schools that were hit hard. The SRC also sold merchandise on “Red Nose Day”, to raise money for Sids and Kids charity, and Remembrance Day to raise money for the United Returned Soldiers fund.
In Term 3 the SRC held a Glow social where students could come along and dance to the beats of our local DJs. A number of the students who came along said that it was great to see some of the teachers get up and groove. There was also free fairy bread.

In 2013 the SRC intends to become more active and offer more opportunities for student leadership to become more obvious within the school.

Tanieka Dalton and Savannah West

School context

Student information

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

Student enrolment profile

Primary School Enrolments

Secondary School Enrolments

Primary school enrolments are showing an upward trend while secondary school enrolments remain stable.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.3</td>
<td>93.7</td>
<td>91.6</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>87.8</td>
<td>87.8</td>
<td>94.4</td>
<td>93.1</td>
<td></td>
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<tr>
<td>2</td>
<td>88.8</td>
<td>82.6</td>
<td>85.7</td>
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<tr>
<td>3</td>
<td>88.2</td>
<td>80.8</td>
<td>88.4</td>
<td>87.8</td>
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</tr>
<tr>
<td>4</td>
<td>92.1</td>
<td>82.9</td>
<td>87.7</td>
<td>86.5</td>
<td></td>
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<td>5</td>
<td>93.1</td>
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<td>6</td>
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<td>90.9</td>
<td>90.0</td>
<td>86.7</td>
<td>88.9</td>
<td>88.7</td>
</tr>
</tbody>
</table>

Attendance for Years K - 6

Management of non-attendance

Non attendance is managed according to the procedures of the NSW Department of Education and Communities

Retention to Year 12

Retention to Year 12 (SC to HSC)
Post-school destinations
In 2012 fourteen students completed their HSC at Hillston Central School. Of these students:
- 1 has gained an apprenticeship
- 6 have enrolled in fulltime University courses
- 3 have gained fulltime employment
- 2 have moved interstate
- The destination of 2 students is unknown

Year 12 students undertaking vocational or trade training
100% of students had also completed a certificate II in a vocational education course. These included Metals and Engineering, Information Technology, Hospitality and Primary Industries. The majority of these students had completed this qualification in Year 11.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2012 100% of Year 12 students attained their HSC.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.294</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.568</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.388</td>
</tr>
<tr>
<td>Total</td>
<td>26.055</td>
</tr>
</tbody>
</table>

Staff retention
At the end of 2011 4% of teaching staff took Leave Without Pay.

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>96%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4%</td>
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</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>212625.08</td>
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<tr>
<td>Global funds</td>
<td>213440.60</td>
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<tr>
<td>Tied funds</td>
<td>149893.85</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>62420.88</td>
</tr>
<tr>
<td>Interest</td>
<td>9645.81</td>
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<tr>
<td>Trust receipts</td>
<td>32623.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>680649.27</td>
</tr>
</tbody>
</table>

Expenditure
<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>24784.57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>27988.50</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>30999.09</td>
</tr>
<tr>
<td>Library</td>
<td>3682.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>473.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>135859.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>21314.28</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>103659.49</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>82078.93</td>
</tr>
<tr>
<td>Maintenance</td>
<td>37070.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>24232.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12329.68</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>504473.66</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>176175.61</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school. School performance 2012
Achievements

Arts

Hillston Central School students have engaged in a variety of artistic and cultural pursuits. The Australian Children’s Music Foundation presented the Primary music program again this year. Primary students demonstrated their drumming skills as they performed at several school assemblies. A visit by the Royal Australian Naval Band, organized by ACMF, was a musical highlight. The RAN Band performed for the students and then for a very well attended community concert. The band members conducted a series of workshops at school for students with musical talents. In 2012 the Hillston School Concert Band performed at the Leeton eisteddfod and continued to attract members.

Priyanka Jatan finished in 32nd position in the State final of the Premier’s Spelling Bee. Primary students performed well in the Premier’s Debating Challenge.

One student attended the Regional Drama camp. Secondary students enjoyed their participation in “In The Bin” producing several short films that were shown at a school film night. Primary students produced their own short Claymation films through the Digi Ed program.

Sport

Sport featured strongly during all terms of the school year. Swimming, athletics and team sports were all strongly supported with many students participating in RAP teams as well as school teams. Attendance at sporting gala days was also a feature of student involvement in sports.

Once again a K-12 swimming carnival launched the 2012 sporting calendar. Strong participation and intense competition for house points characterised the day. From this carnival three students Emily Gaudion, Amy Cashmere and Nyssa Redpath and the 15 years girls relay team represented at Regional level. Amy and Nyssa qualified for state level swimming.

Athletics carnivals for Secondary and primary were well supported. Held at different times due to the different regional zones for each section of the school each carnival saw records broken and more intense competition for house points. Brittany Dalton and Nyssa Redpath achieved regional qualifying times.

The school cross country run was another well supported athletics moment. Hosting the seven schools that make up the rest of the Zone Hillston students demonstrated skills at all aspects of the carnival. Student volunteers acted as marshals, photographers and course guides. Others assisted in the canteen including the after event clean up.

The school was again represented at regional sports. Successes were achieved by the open and under 15s Boys basketball. In RAP sports the girls and boys cricket teams participated in the CHS knockout competitions. Netball, Open Touch and Flag footy teams also participated competitively. The school netball team travelled to Leeton to complete in the Central Schools Netball Knockout.

The willingness to travel and compete strongly has remained a feature of teams from the school. RAP has also added an extra level of sporting opportunity within the school.
Other

Participation in the Premier’s Volunteering scheme remained strong with two students, Kaid Burgess and Isabelle Irons achieving their Platinum awards. Students acted as wait staff at the Hillston Year 12 formal continuing the contribution made to community events by students during past years. Student participation in national and regional competitions remained steady from previous years. Jennifer Maher achieved regional recognition at the Anzac writing competition sponsored by the local Federal MP. At a presentation at school Jennifer was awarded her book prize. The school received a new national flag on the occasion. A group of Year 9 and 10 students represented Hillston at the Science and Engineering Challenge in Cobar and placed a creditable fourth on the day. Hillston also hosted the regional Maths Challenge.

Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Reading – NAPLAN Year 3

Year 3 literacy results indicate that student achievements were below state average in Reading, Writing, Spelling and Punctuation and Grammar.

Numeracy – NAPLAN Year 3

Year 3 Numeracy results indicated that student results were below state average.

Reading – NAPLAN Year 5

Year 5 literacy results indicate that student achievements were below state average in Reading, Writing, Spelling and Punctuation and Grammar.

Numeracy – NAPLAN Year 5

Year 5 Numeracy results indicated that student results were below state average.
Reading—NAPLAN Year 7

Year 7 literacy results indicate that student achievements were below state average in Reading, Writing, Spelling and Punctuation and Grammar.

Numeracy—NAPLAN Year 7

Year 7 Numeracy results indicated that student results were below state average.

Reading—NAPLAN Year 9

Year 9 Reading results indicated that student results were below state average.

Numeracy—NAPLAN Year 9

Year 9 Numeracy results indicated that student results were below state average.
Progress in reading

Progress in Reading and Grammar and Punctuation was below state achievement. Progress in Spelling continued to show significant growth, well above state average.

| Average progress in Reading between Year 3 and 5* |
|-----------------|-----------------|-----------------|
| School          | 77.8            | 53.9            | 63.8            |
| SSG             | 82.1            | 76.8            | 79.0            |
| State DEC       | 83.7            | 74.0            | 79.2            |

Progress in numeracy

Progress in Numeracy was below State average progress.

| Average progress in Numeracy between Year 3 and 5* |
|-----------------|-----------------|-----------------|
| School          | 70.6            | 129.3           | 86.4            |
| SSG             | 85.0            | 95.9            | 91.6            |
| State DEC       | 89.6            | 95.8            | 98.2            |

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.

RoSA

2012 was the first year of the Record of School Achievement. School based grades were achieved by all Year 10 students through assessment of their learning. It is inappropriate to comment further due to the small number of students and the possibility of identifying individual students.

Higher School Certificate

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

The Riverina Access Partnership significantly outperformed the State average in almost 70% of subjects.

Two students achieved ATAR ranks in excess of 95. An outstanding result.

The value added data indicates that the performance of students in the middle range of achievement has improved from the School certificate to HSC.

Aboriginal education

Aboriginal Education programs targeted the learning needs of students as well as focusing on leadership skills. The programs funded through the Country Areas Program addressed the needs of students from a remote rural location allowing access to educational opportunities in curriculum areas and major towns and cities.
All students participated in National Day of Celebration activities. The activities involved a whole school assembly where Mr Larry Towney was a guest speaker and a series of student centred cultural workshops.

Two students participated in an Aboriginal leadership program held at the Huppunyah site. They experienced several workshops designed to build the range of their leadership skills.

Multicultural education
The whole school participated in a Mini Olympics day organized by the Primary Assistant Principal. Each student group researched an individual nation and presented the traditions of that nation to the rest of the school. Multicultural elements are also embedded in many secondary teaching programs.

National partnership programs
In 2012 The school participated in a National Partnership Teacher Quality project. The funding for this project allowed release for teaching staff to complete professional learning focused on Quality Teaching and quality literacy teaching. Regional professional learning courses such as Focus on Reading and 2LS (Secondary learning Strategies) were completed and introduced to teaching and learning programs and practices progressively during the latter part of the school year. Professional journals were devised and implemented as part of the project.

The longer term impact will be upon teaching and learning practices in literacy and numeracy.

Other programs
Country Areas Program
The purpose of the Country Areas Program (CAP) is to provide additional resources to schools and school communities to improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation so that their learning outcomes match those of other students. The funding from CAP has enabled our students to be involved in a variety of curriculum enhancement opportunities, including:

Art Workshop K-6:
Students worked and interacted with a professional from ‘DigiEd’. A series of workshops were conducted for every primary class across 2 days. Each student designed a storyboard, created clay figures and used iMovie to edit and produce a Claymation video.

City Work Experience:
Year 10 students travelled to Newcastle to participate two weeks work experience. Students worked in industries that are not available locally. They have gained independence, confidence and unique life experiences such as: using public transport, budgeting, living and working with strangers.
Film Festival:

Students participated in a three day intensive workshop with ‘In The Bin’. They learnt storyboarding, filming and editing techniques using the latest technologies in both camera hardware and editing software. The films that were produced were shown at a community screening.

Hospitality in Sydney:

Year 11 hospitality students visited five star hotels and were exposed to the guest rooms, kitchens, dining rooms, function rooms, offices and explanations about in house training opportunities. They received information about the best ways to gain entry into the industry. Students gained a broader knowledge of hospitality vocational opportunities available in the city. They feel more confident about the expectations and environments they can be employed in when they leave school. The hospitality students are more focused on their vocational education and training course.

Music In The Bush:

The program provided by Australian Children’s Music Foundation enabled the staff at Hillston Central School to teach and implement the stated outcomes in an enjoyable manner. All students were engaged and enthusiastic in the music learning experience. Students learnt about instruments they may otherwise never experience and developed a language base of related technical terms.

In 2012 the ACMF introduced a guitar tutor for secondary students. The ACMF also coordinated a very successful tour to Hillston Central School by the Royal Australian Navy band.

Science and Engineering Challenge:

Stage 5 students participated in a regional Science and Engineering Challenge hosted by the University of Newcastle at Cobar. Students worked in teams competing against other regional schools in problem-solving challenges. As a result, students have made new contacts in other schools.

Reading Eggs:

Reading Eggs is an online intensive Literacy Program used by the students in Kindergarten and Year 1 to consolidate work learnt in class. Students receive the opportunity to work at their own pace and achieved the levels of which they are capable. It allowed students to accelerate in areas in which they are talented and allowed for remediation for the students who needed it.

OnStage Performance:

Drama students from Years 9 to 11 attended one of the OnStage performances at the Seymour Centre in Sydney. OnStage is a presentation and exhibition of outstanding individual and group performances by Higher School Certificate Drama students. Students experienced first-hand what an ideal performance should be like and they examined quality individual projects to gain valuable insight into what is expected for their log books and projects for the HSC. Students also discovered a great range of educational and vocational options available to them.
Maths Challenge Days:
The Riverina Maths Challenge Day was hosted by Hillston in 2012. Many students participated and gained a more positive attitude towards mathematics and numeracy and extended their mathematical skills outside the classroom setting to further developed problem solving skills. They improved their teamwork, communication and social skills by interacting with students from other schools.

3-6 Sport and Recreation Camp:
Students in Years 3 to 6 travelled to Canberra for their annual excursion. The students were highly engaged and the wide range of venues and activities were challenging and fun. Social groupings were developed and positive personal strengths were identified. The excursion provided an opportunity to consolidate and form friendships while experiencing learning in an alternative and practical way.

Boys and Girls Education
A boys’ education program was initiated to develop the problem solving and teamwork skills of younger boys within the school.

A Girls Education program commenced with a full day workshop involving teaching staff as well as local professionals. The program is focused on building skills of resilience and assertion among the girls as well as developing more positive relationships among girls from different year groups. Three students attended the Girls’ Summer School at Newcastle University. They spent a science focused week at the University.

Progress on 2012 targets
An increase in professional learning through attendance at selected courses, participation and leadership of school based professional learning and increased use of data in developing school based responses has seen progress made towards the school targets in 2012.

Target 1
- to increase the achievement of expected growth in literacy by all students from below 50% in 2011 to 60% in 2012, measured through Naplan.
- K-2 - 100% of K-2 students meeting Best Start targeted growth.

Our achievements include:
- Year 7 students achieved expected growth in all aspects of literacy, year 5 achieved the target in Spelling and reading.
- Best Start data showed students achieving expected growth
- Average progress in Reading and Spelling continued a positive trend from 2011

Target 2
- to increase the achievement of expected growth in numeracy by all students in Stages 4 and 5 from less than 55% in 2011 to 60% in 2012, as measured through Naplan.
- to increase the average score in numeracy by all students in Stage 3 to above regional average in 2012 as measured through Naplan.

Our achievements include:
- Year 7 achieved the expected growth. Year 5 and Year 9 were just short of the target.
- Average progress in numeracy fell just short of similar school groups.

Target 3
- To increase the percentage of students Years 1 – 10 in the top two performance bands as measured in school based reporting from an average of 10% in 2011 to an average of 25% in 2012 and decrease the percentage of students in the bottom two bands from an average of 10% to an average of 5% in 2012.
Our achievements include:

- Students’ achievements of top two bands was above target in all courses.
- Students’ achievements in the bottom two performance bands decreased in most courses but the target was not achieved.

Target 4

- To increase the percentage of professional learning at school meetings focussing on leadership, teacher quality, data analysis, strategic planning and Quality Teaching from 25% in 2011 to 75% in 2012.

Our achievements include:

- In each weekly staff meeting a majority of the allocated time was spent on professional learning, led by staff.
- Regular presentations by staff members delivered professional learning focused on Quality Teaching, assessment practices and analysis of school data.
- Professional learning journals were developed and successfully implemented for all teaching staff.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Welfare Processes and issues was investigated and purchased. A renewal of the merit system and discipline system was developed and implemented across the school.

Future directions

Improved communication to the school community and staff of the various roles and processes associated with student welfare within the school should occur within 2013. An evaluation of the newly implemented merit/discipline system should occur within semester 1, 2013. Increased analysis of student welfare and behavioural information will occur during 2013.

Assessment practices

Background

Assessment practices including setting of assessment tasks, A-E grading, formative and summative assessment practices and feedback on student’s achievements were the subject of evaluation and analysis. Issues that were identified included staff time for reflection was under-utilised, some parent dissatisfaction with exam results and increased incidences of student non compliance in exam settings.

Findings and conclusions

Formative assessment was under utilised and an over reliance on summative assessment items existed. Student and parent knowledge on how grades were achieved by students and how students could improve their achievements was limited. Improved communication of information to parents and students was required. Increased staff discussion of assessment strategies was required.

Future Directions

Staff meetings focussed on discussions of A-E gradings, professional learning led by BOSLO on formative and summative assessment and increased staff revision of assessment practices will be implemented in the next school plan. Increased student knowledge of teaching and
learning programs and syllabuses will be part of improved communication with parents and students. Introduction of student planners to enhance independent learning skills and knowledge of learning will be investigated.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Teachers:

- Teachers indicated a continuing satisfaction with many aspects of the school including improved physical environment, new facilities becoming available and improved student outcomes, particularly in stage 6.
- Teachers identified that further improvements were needed with:
  - Consistency of communication practices
  - Greater consistency of student management practices
  - Increased community participation in the school
  - Improved student engagement

Parents indicated general satisfaction with the school. Parents identified that further improvements were needed with:

- Communications from the school
- Increased opportunities to be involved in decision making processes.

Students indicated general satisfaction with curriculum, the quality of teaching and learning. Students indicated that further improvement were needed in:

- developing independent learning skills and student leadership skills.

**Professional learning**

All staff participated in professional learning, including attendance at five professional learning days. Professional learning on these days included mandatory training, Quality Teaching workshops and Riverina Access Partnership teaching program development. Whole school staff meetings held each week included a substantial time allocation for professional learning. Technology in teaching and learning, feedback from professional conferences attended by staff, data analysis and implications for programming and student welfare planning were consistent elements of professional learning at whole school staff meetings.

Individual staff attended professional association conferences and reported back to whole staff meetings or faculty meetings.

Three staff completed the 2LS Riverina professional learning course focussed on literacy learning. Two staff completed Focus on Reading, a Riverina professional learning course addressing literacy in K-6. VET teachers maintained their accreditation. One new scheme teacher was working towards accreditation.

Expenditure on teacher professional learning totalled $19744. Average expenditure per teacher was $823.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy

Outcome for 2012–2014

Increase overall literacy achievement for every student as measured by external and internal data, focusing on writing and reading, by 2014

2013 Targets to achieve this outcome include:

- to increase the achievement of expected growth in literacy by all students from below 50% in 2011 70% in 2013 and 80% in 2014 as measured through Naplan.
- K-2 100% of K-2 Best Start students meeting Best Start targeted growth.

Strategies to achieve these targets include:

- Embed literacy teaching strategies, specifically writing strategies and explicit reading strategies, in all learning programs in the school.
- Increase focus on metalanguage and spelling in teaching and learning programs through professional learning and revision of programs
- Implement school wide literacy strategies through peer led professional learning

School priority 2

Numeracy

Outcome for 2012–2014

Increase overall numeracy achievement for every student as measured by internal and external data, focussing on measurement and data, by 2014

2013 Targets to achieve this outcome include:

- to increase the achievement of expected growth in numeracy by all students in years stages 4 and 5 from less than 55% in 2011 to 70% in 2013 and 80% in 2014 as measured through Naplan.
- to increase the average score in numeracy by all students in stage 3 to above regional average in 2012 and above state average in 2013 and 2014 as measured through Naplan.

Strategies to achieve these targets include:

- Embed numeracy teaching strategies in all learning programs in the school.
- Implement professional learning focussing on a specific aspect of numeracy learning in all staff and faculty meetings.
- Improve teacher feedback to students specifically focussing on numeracy

School priority 3

Engagement

Outcome for 2012–2014

Increase overall student engagement as measured by student achievement, attendance, community participation and adoption of 21st century pedagogy that meets the needs of students by 2014.

2013 Targets to achieve this outcome include:

- To increase the percentage of students Years 1 – 10 in the top two performance bands as measured in school based reporting from an average of 10% in 2011 to an average of 25% in 2013 and decrease the percentage of students in the bottom two bands from an average of 5% to an average of 10% in 2013.

Strategies to achieve these targets include:

- Implement wellbeing lessons for students years 5-12 focussing on developing student learning strategies and self management strategies
- Evaluate SRC and increase student leadership opportunities
• School priority 4

Leadership

Outcome for 2012–2014

Increase school leadership capacity as demonstrated by greater participation in professional learning focussed on leadership (leadership models and processes, eg distributive), teacher quality and engagement in evidence based strategic planning activities

2013 Targets to achieve this outcome include:

• To increase the percentage of professional learning at school meetings focussing on leadership, teacher quality, data analysis, strategic planning and Quality Teaching from 25% in 2011 to 90% in 2013.

Strategies to achieve these targets include:

• Implement a program of professional learning to build professional expertise in pedagogy, data analysis, assessment for learning strategies and curriculum planning for implementation of the Australian curriculum

• Implement professional learning focused on National leadership standards.

• Implement strategies to improve evaluation of professional learning.

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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: