Hunter River Community School
Annual School Report
Our school at a glance

Hunter River Community School caters for students from Kindergarten to Year 12. The school is located in East Maitland and services six local government areas. The school is valued by students, parents and the wider community as a school providing a dynamic educational environment for students with special needs within a safe, supportive and secure environment.

Students

Our 56 students are active and engaged learners ranging in age from 4 years to 18 years. All students at the school have an intellectual disability that falls within the moderate to severe range. Of these 45% have an autism spectrum disorder. Many students have complex disabilities which impacts significantly on the levels of support required to achieve learning outcomes. Individualised programs are developed to meet the learning needs of each child in consultation with parents and carers, using the Board of Studies curriculum as a basis of all learning.

Staff

Our staff of over twenty-five, includes, classroom teachers, school learning support officers, school counsellors, support teachers, administrative staff and grounds staff. Each of the three Assistant Principals are responsible for stage teams within the school, overseeing teaching and learning, welfare and curriculum issues.

All teachers understand the impact they have on students in the classroom each day and are committed to ongoing professional development to drive improvement.

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

Family and Community

At Hunter River Community School we value a strong and supportive partnership with our families and community members.

Our parents and carers have an extensive knowledge of our students, thus playing a pivotal role in the education of our students.

The school invites parents and carers to actively participate in the education of their child through the development of Individual Learning Plans, daily communication via a communication diary and many educational events and training opportunities throughout the year.

The school is well supported by community groups, both financially and physically. East Maitland Bowling Club continues to provide significant financial support to the school which enables our community access programs to continue with minimal contributions from families.

Student achievement in 2012

Our students continue to be actively engaged learners committed to obtaining goals within their Individual Learning Plan. Our strong, focused effort on student achievement continues to be a feature of the school.

In 2012 all students in Years 3, 5, 7 and 9 were exempt from NAPLAN testing. This national based assessment tool allows schools to monitor and track achievement in comparison with all students across the nation. After parental consultation at Learning Support team meetings, parents deemed that this assessment was not suitable for their child and requested an exemption.

In 2012 all our students were assessed in Literacy and Numeracy using the “P” Scales descriptors.

Five students completed Stage 6 and were awarded their Higher School Certificate – Life Skills.
Messages

Principal’s message

It gives me great pleasure to present our 2012 Annual School Report; a report which outlines a successful year of quality teaching and learning and highlights some outstanding student achievements.

Strengthened partnerships between parents, students, staff and the wider community has provided opportunities for students to participate in a variety of learning activities, both off site and within school. These opportunities have enhanced learning outcomes for students and ensured that the educational experience has been a positive one. Many parents and carers are an integral part of the Learning Support process at Hunter River Community School and provide exceptional knowledge about their child which adds significantly to the quality of the educational program prepared for each child.

Each member of the school team, including administrative staff, executive and teaching staff, school learning support officers (SLSO), general assistants, cleaners, school counsellors, itinerant support teachers and community volunteers have all contributed to the success of the school.

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.

Ian Hughes

P & C Message

2012 saw the continuance of Hunter River Community School P&C as a social and supportive outlet for parents and community members; with fundraising ventures thrown into the mix and of course the successful campaign to get funding for a new permanent school structure for our students.

The support from the staff, volunteers, parents, carers and the wider community of the school in our fundraising activities has enabled the P&C to raise a substantial sum of money that will be put to use when we move in 2014.

Regina Murdoch - President

School context

Student information

Students attending Hunter River Community School range in age from 4 years to 18 years of age. All students have an Individual Education Plan (IEP) or Individual Transition Plan (ITP) developed in conjunction with members of the Learning Support Team.

The physical environment of the school aims to support the comprehensive delivery of educational programs in a safe, age appropriate and attractive setting. In addition to the playground areas and classrooms, the school has a number of specialist areas which include the library, hydrotherapy spa, liberty swing, agricultural plot, and a lower playground area mostly used for bike riding programs. The playgrounds, classrooms and specialist rooms address the wide range of needs of students at Hunter River Community School.

Where students and families demonstrate they cannot provide transport to and from school, the Department’s Assisted Student Travel (AST) program provides transport for the child. Seventy five percent of students enrolled at the school use this service.

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

Student enrolment profile

In 2012 Hunter River Community School had an enrolment of 56 students identified as having a moderate to severe intellectual disability. Approximately 80% of students are diagnosed as having a severe intellectual disability.

In addition many students presented with secondary disabilities including physical disability, sensory impairment, autism and conduct disorders.

Our enrolment profile results in a very complex and diverse population, consequently a broad range of curriculum options, behaviour management programs and instructional strategies are required to maximise the engagement and learning outcomes for all students.
In terms of enrolment numbers, a trend of increasing enrolments persists. An imbalance of almost one girl to four boys remains evident.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>2008</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>2009</td>
<td>38</td>
<td>13</td>
</tr>
<tr>
<td>2010</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>2011</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>2012</td>
<td>44</td>
<td>12</td>
</tr>
</tbody>
</table>

Our average daily attendance rate fell from 93.5% in 2011 to 91.5% in 2012, our daily average attendance rate is closely aligned with the average daily attendance for the state.

Management of non-attendance
Hunter River Community School regularly monitors the attendance of our students through the use of OASIS attendance data. Parents are reminded at the beginning of each year about the legal requirements of sending their children to school, and the fact that each absence must be explained by a parent or caregiver. Hunter River Community School also accepts telephone advice of absences. This information is recorded and kept as per departmental requirements.

The School Administration Officer follows up on any unexplained absences each week and requests an explanation of the absence from parents or carers, thus the reason for few unexplained absences.

Due to the nature of our students, truancy is not a feature of non attendance.

Structure of Classes
Classes at Hunter River Community School are grouped, as closely as possible, by chronological age. The outcome of forming such class groups means that there can be a span of support needs within each class. Programming strategies allow each child to access the appropriate stage of the NSW Board of Studies curriculum.

The school runs three stages which run separately to each other with the Junior school (K-6), accessing the regular primary curriculum from Early Stage One to Stage Three, Middle School students (Yr7-Yr10) accessing stage four and five (Life Skills) and the Senior School (Yr11 – Yr12) accessing stage 6 of the Life Skills curriculum.

Retention to Year 12
The school has continued a 100% retention rate with all students continuing their education through to Year 12.
Post-school destinations
All five students leaving the school in 2012 were successfully transitioned to local Post School Option Programs. Three students were placed with Disability Services Australia, one student with Mai-Wel and one student with Endeavour Industries.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
All teaching staff meet the professional requirements for teaching in NSW public schools. Hunter River Community School has a teaching allocation of 11.998 teachers supported by 9 full time School Learning Support Officers, a School Administration Manager, a part time School Administration Officer and a part time General Assistant.
Specialist support staff assisting students to meet their educational needs includes; a School Counsellor allocation of one day per week, Itinerant Support Teacher – Vision, one day per week and Itinerant Support Teacher – Hearing one day per week.
The National Education Agreement requires schools to report on Indigenous composition of their workforce.
On the basis of the information available to Hunter River Community School there were no Indigenous staff members employed on a full time basis in 2012.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Itinerant Support Teacher Transition</td>
<td>0.7</td>
</tr>
<tr>
<td>Relief From face To Face Teachers</td>
<td>0.798</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>9.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.926</td>
</tr>
<tr>
<td>Total</td>
<td>23.024</td>
</tr>
</tbody>
</table>

Staff retention
Two teaching staff members took 12 months leave in 2012, they were replaced by experienced casual teachers who were placed on a temporary appointment for the 2012 school year.

Teacher qualifications

<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>45</td>
</tr>
</tbody>
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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>
</tr>
<tr>
<td>Balance brought forward</td>
<td>169780</td>
</tr>
<tr>
<td>Global funds</td>
<td>138139</td>
</tr>
<tr>
<td>Tied funds</td>
<td>96465</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>40241</td>
</tr>
<tr>
<td>Interest</td>
<td>8089</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16150</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>468864.00</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
<th>Excursions</th>
<th>Extracurricular dissections</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20119</td>
<td>2185</td>
<td>13388</td>
<td>2884</td>
</tr>
</tbody>
</table>

| Training & development | 12211 |
| Tied funds             | 71280 |
| Casual relief teachers | 38402 |
| Administration & office| 37741 |
| School-operated canteen| 0.00  |
| Utilities              | 28142 |
| Maintenance            | 19483 |
| Trust accounts         | 15868 |
| Capital programs       | 56978 |
| Total expenditure      | 319311.00 |
| Balance carried forward| 149553.00 |

The school continues to hold surplus funds in preparation for the purchase of equipment and resources when the school is relocated to new premises in 2014.
A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent...
body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012
A core belief at Hunter River Community School is that all students can learn and engage with Board of Studies syllabus content. A collaborative approach to the development of Individual Learning Plans ensures that appropriate educational, social and emotional goals are set for students. The school is proactive in building links with community businesses and organisations to enhance learning experiences and student outcomes, through Work Experience programs, Sport and Recreation programs and Life Skills programs.

Achievements

Arts
Students at Hunter River Community School continue to explore all areas of the arts, including, art, craft, drama, music and dance. Students have a chance to showcase their skills through a variety of school and community based activities and exhibitions.

Sport
Hunter River Community School continues to encourage all students in their pursuit of fitness and access to facilities that develop and, or maintain gross motor and physical skills as part of their PD/H/PE programs. In 2012 students accessed a number of facilities in the Maitland community including Rutherford Ten Pin Bowling Centre, Maitland PCYC for Gymnastics, Lakeside Leisure Centre for Swimming, Grahamstown Dam for Sailability and Raymond Terrace for Horse Riding.

Students from Grossmann High School once again assisted in the organisation of our Combined Schools Sports Carnival held at the Maitland Hockey Centre. This event proves very popular, not only with Hunter River Community School students, but with students as far away as Dungog, Cessnock and Newcastle.

A helping hand for one of our youngest competitors

Selected Primary School aged students participated in the Primary School Sports Association (PSSA) All With Disabilities Athletics Carnival in 2012. Emma McDonald was extremely successful at the carnival and was chosen to represent the Region in the 100m, Long Jump and Shot Putt events. Emma performed very well at Homebush Stadium and represented her Region with great enthusiasm and pride.

Academic
Hunter River Community School is committed to providing a comprehensive, quality learning experience to enable each student to reach their maximum potential.
We believe that:
- Education is a shared responsibility of the school, the students, the home, and the broader school community.
Self esteem and personal growth are directly related to successful outcomes for students.

Quality learning depends on quality teaching programs.

The school nurtures a culture where all students are accepted and valued.

Students in Years 3, 5, 7 and 9 were, by parental request, exempted from participation in the National Assessment Program for Literacy and Numeracy (NAPLAN) testing program.

**Literacy**

It was found that at the beginning of the 2012 school year 48% of students fell within the Band 1-3 descriptors. Levels P1 to P3 are not subject-specific; they describe early learning and conceptual development. At these early levels, a curriculum subject offers a specific context for learning. This is where students encounter, experience and respond to learning experiences. Students operating at the P Scale levels 4 -6 increased from 24% in 2011 to 40% in 2012. Five percent of students are now operating at P Scale levels 7-8 and are beginning to extend their knowledge of a subject and starting to connect that knowledge to life experiences.

**Numeracy**

It was found that at the beginning of the 2012 school year 59% of students fell within the Band 1-3 descriptors. Levels P1 to P3 are not subject-specific; they describe early learning and conceptual development. At these early levels, a curriculum subject offers a specific context for learning. This is where students encounter, experience and respond to learning experiences. There is very little difference between the number of students operating at the P Scale levels 4-6 in 2011 and 2012. Seven percent of students are now operating at the P Scale levels 7-8 and are beginning to extend their knowledge of a subject and starting to connect their knowledge to life experiences.

The use of P Scales as a tool for assessment has been problematic in 2012 due to the inconsistency in teacher judgement. More training on the use of P Scales is needed or another measure of success needs to be developed for 2013.

**Year 12 Students attaining Life Skills HSC qualification**

Four of the five students met the requirements for the Higher School Certificate (Life Skills) in 2012. All five students will transition to a Post School Options program in 2013.

**RoSA**

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). No eligible students left Hunter River Community School in 2012, therefore no RoSA Certificates were provided.

**Significant programs and initiatives**

**Aboriginal education**

Hunter River Community has promoted an understanding and development of interests in Aboriginal history and culture through classroom and whole school activities. All Aboriginal students work from an Individual Learning Plan designed by their teacher, parents and relevant agencies. The focus of these programs is intended to improve outcomes and provide increased confidence and self esteem in our indigenous
students. These programs are monitored and adapted according to the needs of each student.

In 2012 a number of events were held to celebrate Aboriginal culture, including a visit from the Aboriginal dance troupe from Telarah Public School. The students enjoyed learning about different aspects of Aboriginal culture during NAIDOC week.

Multicultural education

Students participate in multicultural education programs in the areas of Literacy, Human Society and Its Environment and connected outcomes developing the skills and understandings of tolerance, acceptance and appreciating difference of cultures.

In Term 1 we celebrated Harmony Day with a variety of classroom activities which addressed the issues of justice, equality, fairness and friendship.

Special Schools as Centres of Expertise will provide opportunities for special schools to further develop and share their knowledge and expertise with the wider educational community.

Hunter River Community School will be involved in creating expertise and networks in the use of PODD Book communication and iPad technology to enhance access to the curriculum.

(See School evaluation – P8 for more detailed information)

PSP / Equity Program

The Priority Schools Program remained an important funding source for Hunter River Community School in 2012. Our major focus continues to be the improvement of the literacy and numeracy outcomes for our students from Kindergarten to Yr 12. Additional support for students to complete Individual Learning Programs allowed growth for students across all stages. This is supported by end of year assessments using P Scales data.

Technology continues to be a great learning tool and motivation to support learning. Interactive screens installed in all classrooms provide a great learning tool for use by teachers and students alike. Computer resources have been updated continually with the support of the school’s Computer Coordinator and our Technical Support Officer. Funding from this program also assisted teachers and students to develop skills in the use of iPad technology as a communication aid. This focus will continue in 2013.

The Priority Schools Program continues to provide additional resources to the school that make a difference for every student.
Other programs

Intensive Swimming

In 2012, 39 students ranging in age from 8-18 years, participated in a week long intensive swimming program at Kurri Kurri Pool.

The students, divided into three groups, travelled to Kurri Kurri each day and participated in a variety of activities designed to promote water safety and confidence.

All students made excellent progress and continued to build on their water safety and swimming styles.

At the conclusion of the five day program;

- all students were safely entering the pool and putting their faces in the water for short periods of time.
- 7% of students were swimming 25m using freestyle independently.
- 63% of students were attempting freestyle and swimming 25m using flotation supports such as kick boards and/or noodles.
- 30% of the group made good progress but still required 1:1 support in the water.

After the final session, each swimmer received a certificate of achievement and a checklist highlighting developed skills.

The program was extremely successful and beneficial to all participants.

Coaches eagerly await the 2013 sessions.

Progress on 2012 targets

Target 1

To improve communication programs across the school and surrounding support classes.

- By the end of 2012, 75% of students will have achieved their communication goal in their Individual Learning Plan.
- By the end of 2012 80% of students will have a PODD Book developed for individual use.

Our achievements include:

- 70% of students achieving their communication goals in their Individual Learning plan.
- 80% of students having a PODD Book developed for individual use.

Transition to Post School Life

In 2012 five students received their award of Higher School certificate – Life Skills and commenced a supported transition program to their selected Post School Options service. After careful consideration by families, staff and support personnel, Endeavour Industries, Mai-wel and Disability Service Australia were selected as service providers.

Staff from the provider organisation visited the school to meet their new clients and participated in observations, information sharing and familiarisation activities with school staff.

Students then participated in a one day per week transition program with their identified providers.

Through the cooperation of both, school, parents and providers students have successfully transitioned to their post school life.

Warming-up before the lessons begin.

Caleb working with the industrial shredder at Mai-wel
• Support for 26 local schools and community organisations in the use of PODD Book communication and iPad communication programs, such as Proloquo2Go.

Target 2
To improve school practices in the delivery of planned and explicit literacy programs to meet the needs of all students.

• By the end of 2012 60% of students will have increased one skill band on the P Scales assessment tool.

Our achievements include:
• 50% of students achieving an increase of at least one skill band on the P Scales assessment tool.
• Selected students’ reading skills have been assessed using the Waddington Diagnostic reading and Spelling test.
• Literacy coordinator position has been established and resourced for 2013.
• Individualised programs developed for implementation in 2013.

Target 3
To improve school practices in the delivery of planned and explicit numeracy programs to meet the needs of all students.

• By the end of 2012 70% of students will have increased one skill band on the P Scales assessment tool.

Our achievements include:
• Only 40% of students increased one skill band in Numeracy throughout 2012. The use of P Scales as a tool for assessment has been problematic due to the consistency in teacher judgement across the school.
• The school has adapted the Numeracy Framework from Holroyd and Mary-Brooksbank Schools.
• Explicit teaching of numeracy skills is a feature of every classroom.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of National Partnerships program – Communication – Giving everyone a voice!

Communication – Giving Everyone a Voice!

Background
Special schools across the state were provided with an opportunity to participate in a two year National Partnership program under the Every School, Every Student initiative.

Special schools are well placed to build capacity in all NSW public schools with project funds used to establish a framework and network for effective learning and support to neighbouring schools in one of the following priority areas;
• Assistive technology as a vehicle for students to access curriculum,
• Case management and support of students with complex needs,
• The provision of supports and adjustments to learning to allow students with a communication delay to achieve curriculum outcomes,
• Supporting the transition needs of students with a disability, and
• Building learning support plans through collaborative partnerships.

Based on the success of our PODD Book communication program and successful iPad communication program it was decided that Hunter River Community School would provide support to neighbouring schools in these priority areas which would allow students with a communication delay or disability to achieve curriculum outcomes. Funds were used to:
• Release key personnel from classroom duties to provide direct support to schools.
• Provide additional training to identified Hunter River Community School staff.
• Create a PODD Chat MAANG group.
• Provide short video presentations to demonstrate how PODD Books work.
• Host PODD making sessions to share knowledge.
• Provide practical support to community groups and post school service providers.
Findings and conclusions

An investigation of our effectiveness with this project found that:

- 80% of our student population had an individualised PODD book available to them.
- The PODD Chat MAANG was in the “Top 5” most accessed groups in October 2012.
- School visits, both to Hunter River Community School and to other sites were a regular feature of our project.
- Information sharing sessions had occurred in 34 schools across the Hunter Central Coast region.
- The ongoing nature of the support provided to schools was seen as highly beneficial by staff.
- Formal training sessions with Harriett Korner of the Independent Living Centre had occurred for 25 participants comprising of speech therapists, teachers, parents, personnel from community organisations and volunteers.
- The shared SLSO position by project coordinators was causing problems with continuity at the class level.
- Parents were highly appreciative of the ongoing support they received from the two project officers.

Future directions

Funding for this National Partnership program ceases at the end of 2013. It is imperative that we put procedures in place for the program to be sustainable. The following directions will assist in our endeavours:

- Project Officers to work on a semester basis rather than the previous 2.5 days per week.
- Post School Option providers are to be a focus for training in 2013.
- Continue to use social media sites such as MAANG to promote the use of PODD Books and iPads as a tool for communication.
- Hold regular “Network” meetings to promote and sustain the use of PODD Books and iPads for communication.

Parent, student, and teacher satisfaction

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

Seventeen staff responded to a staff survey asking questions around their experiences at Hunter River Community School. Their responses are presented below.

Generally the staff were positive about their experiences at the school and were happy to come to work each day. Staff thought that
Parents were very well supported and that quality relationships existed between staff and parents. Some themes that became evident amongst staff were the creation of a multi-staged class for students with physical disabilities and complex health care needs.

Staff were generally looking forward to the move to the new school site and hoped that integration opportunities would arise were appropriate. A small percentage of staff members thought that communication between the executive staff and general school staff could be improved.

Parents were asked to respond to one question; “Would you recommend the school to others”? Fifty percent of parents responded, all of which indicated they would recommend the school.

General comments included;

Absolutely! I have never met a more caring, dedicated bunch of people.

It’s a great learning environment and the children are afforded so many opportunities.

Absolutely all the staff do a great job, even though they are under staffed.

The school provides a safe learning environment for my child. The staff are also responsive and supportive.

Because it is a short time my son has been there, I have noticed a huge improvement.

The staff are friendly and the kids are always happy.

Professional learning

The quality of what a teacher does in the classroom has proven to be the most powerful element in improving student learning outcomes. We support quality teaching through professional learning; specifically the school supports individual teachers to reflect the impact of professional learning on their practice.

Professional learning at Hunter River Community School encompasses attending courses and conferences, working in stage teams to plan and develop units of work, working collaboratively during school development days, mentoring, and online learning.

Additional opportunities to enhance or develop leadership capabilities of experienced staff occurred in 2012 which continued to support ongoing school improvement. Executive teachers had the opportunity to support the work of teachers through a structured review schedule allowing critical reflection and constructive feedback.

In 2012, the school had a budget of $8900 as a tied grant to support the professional learning of teachers. In addition to this, the school provided an additional $3300 to support professional learning initiatives for School Learning and Support Officers.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

To improve communication programs across the school.

2013 Targets to achieve this outcome include:

- To increase the number of students achieving their communication goal identified in their Individual Learning Plan.

Strategies to achieve these targets include:

- Assess student progress using the recently developed Communication Assessment Tool developed by the Newcastle Community of Schools.
- Identify and address individual staff training needs.
- Hold additional parent forums around the use of iPad communication technology and PODD communication books.

School priority 2

Outcome for 2012–2014

To improve school practices in the delivery of planned and explicit literacy programs to address the needs of all students.
2013 Targets to achieve this outcome include:
- 100% of students have access to Literacy programs based on the NSW Literacy Framework.
- 75% of students achieve an increase of one skill band using the P-Scales Literacy assessment.

Strategies to achieve these targets include:
- Literacy teaching across the school is strengthened and expanded through the use of a Literacy coordinator.
- Identified students assessed using the Waddington Diagnostic Reading and Spelling Test.
- Trial the NSW Literacy Framework (additional needs) for class and individual student programming.

School priority 3
Outcome for 2012–2014
To improve school practices in the delivery of planned and explicit numeracy programs to address the needs of all students.

2013 Targets to achieve this outcome include:
- 100% of students have access to numeracy programs based on the NSW Numeracy Framework.
- 75% of students achieve an increase of one skill band using the P-Scales Numeracy assessment.

Strategies to achieve these targets include:
- Provision of professional development and collaboration to enhance the school approach to the teaching of numeracy.
- Development of assessment kits and expansion of numeracy resources across the school.
- Trial the NSW Numeracy Framework for class and individual student programming.

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.

Ian Hughes – Principal
Regina Murdoch – P&C President
Amanda Worton – Assistant Principal
Tracey Rapson – Assistant Principal
Alison Landers – Assistant Principal (Rel)

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School Code: 5687

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: