Our school at a glance

Students

Our enrolment figures at the end of 2011 were 21 students, consisting of 8 girls and 13 boys.

Staff

The teaching staff at Hernani Public School consist of: one full-time teaching Principal, one part-time teaching Librarian, one part-time teacher employed under the Priority Schools Program (PSP), one part-time school administration manager (SAM), one part-time General Assistant (GA), one part-time computer coordinator and a cleaner.

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

Significant programs and initiatives

Hernani Public School has primary focus areas in literacy and numeracy. The school implemented several programs and initiatives in 2011 and provided opportunities for student, parent and community involvement. Other programs include:

- Bellingen Dorrigo Learning Community
- Priority Schools Program (PSP)
- Intensive Swimming Scheme
- AASC (Active After Schools Community) program
- Bike Safety Awareness Program
- Combined School Days
- Clever Climate Energy Savers Program
- Playgroup at School
- Gross Motor Program
- Kids in the Kitchen Program (as part of the Live Life Well At School initiative)

Student achievement in 2011

This year, three students in Year 3 sat the Literacy and Numeracy NAPLAN. Privacy protocols prevent public reporting of these results.

One student in Year 5 sat the Literacy and Numeracy NAPLAN. Privacy protocols prevent public reporting of these results.

Combined Schools Day with Dundurrabin, Ebor and Hernani Public Schools

Messages

Principal’s message

This year has seen the continuation of many engaging programs that promote quality teaching and learning at our school.

Hernani Public School is fortunate to have a very supportive parent community and a diverse and enthusiastic student population who take pride in their school and community environment. The staff would like to thank the parents for their continued support; we appreciate their efforts across all aspects of our school.

This year saw the development of our new school website which has been a successful tool for promoting our school in the wider community. The website helps the students connect with friends and family to share their school experiences through photographs and work samples. The school calendar and upcoming events is also another popular way of connecting with parents and friends to let them know about the exciting activities happening in the school. We have also developed stronger connections
within the community by emailing the newsletter and providing access to the newsletter via our website.

**Playgroup at School and Gross Motor Program**

Also in 2011, we continued the successful playgroup at school program and extended the program this year to include the opportunity for parents to make literacy and numeracy resources with their children to use at home. The monthly playgroup at school program involves Hernani Public School students buddying up with a playgroup friend for participation in gross motor activities, including balancing, jumping, throwing and catching. The gross motor program helps cognitive development and assists the development of fine motor skills such as writing. This program also allows the students of Hernani Public Schools to use their well developed teamwork and leadership skills. Further, it gives the playgroup children an opportunity to experience school life which supports a positive transition into Kindergarten and the parents get an opportunity to find out about the exciting events happening in the school. It is rewarding for the school to share its facilities with the wider community and this program is well supported and enjoyed by all involved.

In science this year, our students experienced great success as part of the Clever Climate Energy Savers Program. Students worked together K-6 to learn about where energy comes from, how it is used and how it can be saved. As part of the program requirements students developed a plan to lower the school’s energy usage and prepared a submission for funding. Their submission received $1000 and was highly regarded by the funding committee and sent to Sydney as the representative of the North Coast Region.

Another exciting program this year was the initiative called ‘Live Life Well at School’. As part of this initiative we have developed a ‘Kids in the Kitchen’ program that educates students about healthy choices. It encourages the students to be proactive in making healthy food choices by teaching them how to cook and prepare healthy meals and snacks. This program has been enjoyed with regular cooking opportunities throughout the year and because the program has been such a success with the students, we will continue it next year.

Finally this year, four of our students who have been at Hernani Public School since Kindergarten will move on to high school. These students have enjoyed numerous transition to high school days and look forward to the new challenges high school will bring. Their last year at Primary School has had many highlights including their success in the Small Schools swimming relay team which led them to compete at Sydney and their dramatic roles in the end of year concert with Mr Burke.

This year was an active and exciting year at Hernani Public School, with these just a few of our major highlights.

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.

**Katie Keough-Daley**

*Relieving Principal Term 4, 2011*

**Educational board games afternoon, Term 4.**
P & C and/or School Council message

The P&C office bearers for 2011 were Peter Singleton, President, Julie Miller, Treasurer and Vicky Louis, Secretary. While the donated proceeds from the AASC program was again our largest source of income this year, the catering at the Ebor Campdraft contributed a valuable $950.

Without a doubt the highlight of the year was the Hernani relay team’s second place at the PSSA State Championships at the Homebush aquatic centre. From humble beginnings at the local carnival, the team ended up slashing almost a minute off their time in Sydney. It was an incredible effort and in true Hernani spirit the kids all remained very modest and unaffected by the occasion and their tremendous result.

The school’s parents again stepped up without hesitation to help wherever & whenever they were needed throughout the year, regularly assisting with reading and transporting students on excursions. The main excursion for the year was to Lake Ainsworth and the P&C again subsidised the cost.

There are a few special mentions to be made in the P&C’s annual report this year. The entire school community would like to express their sincere thanks to Mrs Keough-Daley for very capably and seamlessly stepping into the role of Principal while still maintaining her absolute dedication to the kids in the K-2 class, and to the effervescent Mr Burke who again reminded us all what an amazingly talented and gifted teacher he is.

We also want to thank Ms Arnold for her efforts over the past 3 years and wish her all the best in her new role as Principal at Orama, and of course look forward to seeing her around the traps at inter-school events.

Peter Singleton, P&C President

Student representatives message

This year, lots of exciting sporting activities have been happening. We began the year off with the small school’s swimming carnival with Ben, Frankie, PJ and Pania going through to compete in the small schools relay team at Sydney where we came second. We have also participated in many other activities including cricket and golf as part of our Active After School Community program, small schools athletics carnival, bike week and finally swim week.

This year the students in Mrs KD’s class participated in a Cineliteracy project with Paul about the search for a true bug. The students presented the film at our end of year presentation night and our school community really enjoyed watching it.

We also participated in many video conferences on different topics including sustainability topics where we had sessions on minibeasts and wedge tailed eagles, as well as writing conferences through the New England Writing Centre with famous writers.

We had fun at our combined schools days with Ebor, Dundurrabin, Chandler and Nymboida Public Schools throughout the year and we liked catching up with our friends from the other schools.

We liked doing the cooking as part of the Kids in the Kitchen and even learnt how to clean up afterwards and do the washing up. Eating the delicious healthy food that we cooked was the best part.
As part of our Science this year, we participated in a program called ‘Clever Climate Energy Savers’ where we learnt about how to save energy and worked out how to lower our school’s energy bill. We made a submission to apply for $1000. We got the money and used it to do the energy saving strategies in our plan, like putting blinds in the kitchen area to trap heat in winter and keep cool in summer.

That is just a snippet of all the great things we have done this year. We have enjoyed our time at Hernani Public School and we are now looking forward to going to High School at Dorrigo.

Hernani Year 6: Lachlan, PJ, Frankie, Pania and Jeff

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

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<tr>
<th>Gender</th>
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Student attendance profile

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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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Management of non-attendance

Hernani Public School does not have any non-attendance issues at this time.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
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<tr>
<td>K-6</td>
<td>6</td>
<td>4</td>
<td>16</td>
</tr>
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Structure of classes

Hernani Public School operated for the whole of 2011 with two classes, K-2 and 3-6. This was possible with the support of the Priority Schools Program which enabled us to effectively and explicitly focus on the teaching of literacy and numeracy.

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

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<tr>
<th>Position</th>
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<td>Principal</td>
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<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous staff at present working at Hernani Public School.

Staff retention

All staff from 2010 remained at Hernani Public School in the same capacity through to the end of term 3, 2011. In term 4, the Principal Elizabeth Arnold, moved to the position of Relieving Principal at Orama Public School and has now been appointed the new Principal at this school. As a result, the K-2 temporary teacher Katie Keough-Daley has taken up the Relieving Principal position at Hernani Public School for term 4, 2011 and term 1, 2012. The temporary teacher position which utilises the PSP funds and teacher allocations along with other global funds has been utilised to employ Lynn Burke on the 3-6 class for Term 4, 2011.

Teacher qualifications

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

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

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<td><strong>Total income</strong></td>
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<table>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2011 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 2011

Achievements

Arts

At Hernani Public School the students are offered a wide range of opportunities and experiences that enable them to demonstrate their talents in creative and performing arts. Students participated in various activities throughout 2011, including:

- **Combined Schools Days** where the students from Hernani, Dundurrabin and Ebor Public Schools came together to participate in many educational activities including art and craft activities, Hip Hop dance and drumming workshops;
- **Students participated in a Community of Schools performance** at Bellingen High School during Education Week to promote public education. The 3-6 class presented a Hip Hop dance choreographed by Kerry Skinner;
- **Throughout the year students had the opportunity to contribute their artistic talents** to a series of murals. These murals represented a culmination of designs from schools across the Dorrigo Plateau to support and promote the annual Dorrigo Folk and Bluegrass Festival;
- **Finally, students had the opportunity to work with the skills and talents of Mr Burke** to create an end of year dramatic performance. This included learning lines, singing and creating props. The performance was a terrific way to promote the talents of students at our school during our end of year presentation evening.

Sport

Hernani Public School is committed to emphasising participation in all physical activities to encourage an active lifestyle in our students. In 2011 we had a strong emphasis on skill development, sportsmanship and inclusivity. Our achievements are outlined below:

**AASC (Active After Schools Community) program**
In 2011 we successfully continued the development and implementation of our whole school Gross Motor Program. This program focuses on the movement skills of the students. Gross motor skills are important prerequisites for fine motor skills needed in the classroom setting. They require core stability, balance and bilateral coordination, trunk rotation and midline crossing. The program has been adapted to give students more ownership of the program and incorporate fundamental movement skills. The program still forms to central aspect of our monthly ‘Playgroup at School session’;

Continuation of the popular and engaging AASC (Active After School Community) program funded by the Federal Government with almost 100% parent deliverer participation;

Through the AASC program, the school was able to host varied sporting workshops with trained AASC deliverers. Students participated in workshops for football, cricket, soccer and golf;

Participation in the Small Schools Swimming Carnival held at Bellingen Pool with our senior relay team: Pania Smith, Frankie Smith, PJ Singleton and Ben Louis going through to compete in the small schools relay team at Sydney;

In Term 3 the students participated in the Small Schools Athletics Carnival held at Urunga. This program allows the students to interact with other small schools and compete in athletic events. Four students represented the school at the Mid North Coast Athletics Carnival. Pania Smith competed in the 11 year girls shot-put finals and Ben Louis, PJ Singleton, Frankie Smith and Pania Smith competed in the Norm and Elizabeth Austen Trophy relay race;

Finally the students participated in the ‘Intensive Swimming Program’ held in Term 4.

**Environmental Education**

This year students at Hernani Public School have participated in a variety of Environmental Education opportunities. These opportunities include:

- Participation in the Clever Climate Energy Savers Program. This program engaged students to create a more sustainable future by working out ways to save energy at school. Students were challenged to find a sustainability issue in our school and develop a creative and practical proposal for action. This authentic project required students to develop a proposal for action to be implemented in the school;

- In term 2, students participated in a ‘Learning for Sustainability Video Conference Festival’. These video conferences gave students an opportunity to access experts and be engaged in exciting learning experiences. We participated in four video conferences titled: growing and maintaining our own school veggie patch; ways to reduce energy at our school; Interactive Invertebrates and Wedge Tailed Eagles.

This year our school celebrated the International Year of the Forest by planting trees donated by the State Forest. The trees were bottle brush varieties and were planted in the school playground by the students.

**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.
International Year of the Forest. Winona, Pania and Sienna planting trees in the school playground.

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)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

Only three students sat the Year 3 2011 NAPLAN. Owing to the small number of students participating, detailed results cannot be reported due to privacy reason.

**Numeracy – NAPLAN Year 3**

Only three students sat the Year 3 2011 NAPLAN. Owing to the small number of students participating, detailed results cannot be reported due to privacy reason.

**Numeracy – NAPLAN Year 5**

Only one student sat the Year 5 2011 NAPLAN. Owing to the small number of students participating, detailed results cannot be reported due to privacy reason.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Owing to the number of students, detailed results cannot be reported due to privacy reasons.

**Significant programs and initiatives**

**Aboriginal education**

*NAIDOC Day celebrations at Dorrigo High School*

At Hernani Public School, Aboriginal Perspectives are included across all KLAs. This maintains the relevance and value of the culture of Indigenous Australians. HSIE (Human Society and Its
Environment) units have Aboriginal Perspectives embedded in the teaching and learning activities. This year, students have also engaged in Hip Hop dancing with Kerry Skinner, a local Aboriginal member, to create a dance performance which they presented at the ‘Education on Show’ performance in Bellingen during education week.

Our NAIDOC day celebrations this year were held as part of our Plateau Community of Schools which saw the gathering of schools at Dorrigo High School for a combined celebration. This involved an opening ceremony where the students placed decorated paper hands around the flagpole as part of the ‘sea of hands’. After the ceremony, the students were divided into groups to participate in indigenous games and craft activities. Students were able to sample some bush tucker and watch an indigenous performance.

Multicultural education

Hernani Public School is committed to ensuring all students are aware of the diverse, multicultural nature of the world we live in. This is a major focus on our Combined Schools Days where students gain an understanding of how cultural diversity influences the world we live in.

In HSIE (Human Society and Its Environment) students develop knowledge and understanding of the cultural diversity of Australia and how this diversity influences our beliefs and values.

This year students enjoyed a visit from Kyoko, a performer from Japan who presented a Japanese Story Theatre performance to the school. The students were also able to participate in some origami activities and talk to Kyoko about life in Japan.

Other programs

Priority Schools Program

Priority Schools Program (PSP), provides funding support to target literacy, numeracy and community partnerships. This funding and allocation was used to split the K-6 class into two classes four days per week to focus on explicit teaching and learning in literacy and numeracy. Smaller groups allowed for greater support for students to focus on identified areas of need. This has resulted in specific support for students in reading, comprehension, spelling and writing.

Progress on 2011 targets

Target 1

Increase comprehension skills at or above chronological age from 45% of students in December 2010 in years 2-6 to 70% by December 2011.

Our achievements include:
- Explicit teaching of comprehension skills, using modeled and guided strategies and incorporating interactive technologies with a focus on the quality teaching elements;
- School based data using Probe and Neale Analysis indicated improvement in student outcomes in comprehension;
- Professional learning opportunities enabled all teachers to focus on implementing quality strategies to improve student outcomes. Staff accessing Accelerated Literacy texts and teaching notes through the Equity resource Library;
- All teaching staff included explicit teaching strategies for comprehension in their programs and activities across key learning areas.

Target 2

Increase overall numeracy in school based assessment in years 2-6 from 73% to 80% by December 2011.

Our achievements include:
- Teachers implemented explicit and systematic strategies to ensure a progression of learning K-6 with a focus on numeracy;
- Staff worked together to locate websites such as multiplication.com, count me in too and north coast scope and sequence resources.
These were embed into mathematics programs to enhance basic number facts recall and computation;

- School based assessments indicated an improvement in the numeracy strand;
- All teachers incorporated interactive technologies and learning objects in numeracy lessons with a focus on the number strand to engage students in meaningful learning processes in everyday mathematics;
- Students participated in a ‘Maths in Life’ day in a combined schools day at Ebor Public School where they participated in a variety of rich learning tasks.

**Target 3**

100% of teaching staff integrate technology into all teaching and learning programs with students communicating through email, participating in virtual excursions and confidently using video conferencing facilities.

Our achievements include:

- Teachers effectively using interactive classroom technologies to enhance teaching and learning experiences. They incorporated special programs such as the ‘Youth Online’ writing workshops developed by the New England Writers Centre and the ‘Learning for Sustainability Video Conference Festival’ opportunity;
- Utilised a computer coordinator to continue with Cineliteracy program;
- All Teaching staff effectively integrating technology throughout key learning areas.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of school promotions, school culture and mathematics.

**Educational and management practice**

At the start of term 4, 2011 Hernani Public School had a school website review conducted by the School Promotions Unit. This review included evaluations on the school website, newsletter, banner statements, photos and key messages.

![Hernani Public School Website Homepage](image)

**Background**

The school website content review was conducted on the 31st October 2011.

**Findings and conclusions**

The school website review reported the following overall comments: “A professional, appealing school website – attractive and informative, especially your award-winning videos and fantastic photo albums. Well done for adding quality school information in order to make your site an interesting communication hub for your school community.

- You have added some great information throughout your site - just make sure you keep a consistent text and font layout across all the new pages as this will help your reader scan and find the information they need quickly on each page. It also adds to the professionalism of your website.
You would benefit from making some updates to your school introduction and Our School page.
Work on adding all your local policy information and anything that is helpful information for your parents."

Future directions
The school website content review was very positive and encouraging. The school will take up the helpful suggestions relating to font layout and the rewording of some key messages.

Curriculum

Mathematics

Preparation for ‘Maths in Life’ day

Background
After the introduction of the ‘Maths Plus’ program at the start of 2011, parents were surveyed to gather information about their opinions about the teaching of Mathematics at Hernani Public School.

Findings and conclusions
Almost half of parents participated in the mathematics survey. The majority of these parents agreed that:
Mathematics is an important learning area;
Their children are developing new skills and improving in mathematics;
They would like to see parent information sessions introduced;
Their children enjoy using computers and doing practical work in mathematics.

Future directions
The school will work towards providing information sessions and additional feedback to parents about their child’s achievements in the various mathematic strands.
End of year excursion to the Big Banana Waterslides

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed in term 2, 2011 to gather information about the school perceptions of Hernani Public School.

Findings and conclusions

<table>
<thead>
<tr>
<th>Question (as it appears on survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A school that is connected to its community and which welcomes parental involvement.</td>
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<tr>
<td>2. A friendly school that is tolerant and accepting of all students.</td>
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<tr>
<td>3. An attractive and well-resourced school e.g. good library, sports grounds.</td>
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<tr>
<td>5. A school with a wide range of extracurricular programs e.g. AASC, Kids in the Kitchen, Gross motor.</td>
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<tr>
<td>6. A school that supports and teaches values.</td>
</tr>
<tr>
<td>7. A school with strong discipline and uniform policy.</td>
</tr>
<tr>
<td>8. A school with good student access to computers and strong technology programs and resources.</td>
</tr>
<tr>
<td>9. A school with friendly, caring teachers who understand my child’s individual needs.</td>
</tr>
</tbody>
</table>

Seventy three percent of parents participated in the school perceptions survey. The majority of parents agreed that it is important that our school is:

- connected to its community;
- friendly and tolerant;
- attractive and well resourced;
- has teaching staff who set high standards;
- provides a wide range of extracurricular activities;
- supports and teaches values;
- has a strong discipline and uniform policy;
- provides good access to computers and technology programs;
- and has teachers who are friendly and caring.

Future directions

Survey results were very positive with most families agreeing on the importance of the questioned aspects within the school. There was a strong emphasis on the importance of fully qualified teachers who set high standards of achievement and friendly caring teachers who understand the children’s individual needs.
Professional learning
Throughout 2011, staff at Hernani Public School participated in a range of professional learning activities. Valuable professional learning opportunities in 2011 included workshops, conferences, video conferences and training days on a range of topics including:
- North Coast Principal’s Conference
- Asthma Training
- Keep Them Safe
- North Coast Region Quality Teaching Conference
- Situational Analysis workshop
- Covey Seven Habits
- SAS information expo
- SAM toolkit training
- Learning support ‘working with children with disabilities’ training
- Team Leadership for School improvement
- Communicating with your school community
- Clever Climate Energy Savers program training

All professional learning is shared with staff following workshops and conferences in areas that impact on the whole school and student learning.

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.

Target 1
All students will meet their expected growth in spelling in school based assessments by the end of 2012.

Strategies to achieve this target include:
- Explicit teaching of ‘Doorway into practical literacy’ (DIPL) program using modeled and guided strategies with a focus on the Quality Teaching elements of deep understanding and deep knowledge;
- Staff access the NAPLAN strategies and support materials to inform teaching and learning tasks for individual and group needs;
- Internal assessments are consistent across all stages and allow for data analysis and student tracking in DIPL spelling;
- Professional learning opportunities are provided focusing on spelling, grammar and punctuation. These may include: Prioritising Grammar, Smart Data workshop and/or Teaching Spelling workshops.

Target 2
All students will meet their expected growth in the number strand in school based assessments by the end of 2012.

Strategies to achieve this target include:
- Explicit teaching of Numeracy program (Maths Plus) using modeled and guided strategies with a focus on the Quality Teaching elements of deep understanding and deep knowledge;
- Staff access the NAPLAN strategies and support materials to inform teaching and learning tasks for individual and group needs;
- Internal assessments that are consistent across all stages and allow for data analysis and student tracking in Numeracy;
- Professional learning opportunities are provided focusing on the number strand. These may include: Smart Data workshop, Numeracy in Action (NINA), Count me in too, ICT to enhance the teaching of numeracy.

Target 3
Increase the number of students enrolling in kindergarten participating in the school preparation program from less than 3 students in 2011 to greater than 3 students in 2012.

Strategies to achieve this target include:
- Select transition coordinators to lead the liaison with partner schools to increase
the quality of transition programs across schools;

- Develop community focus group to build relationships with families;
- School age students act as buddies for individual preschool students for reading, art and craft activities and gross motor programs during the transition program.

2012 Bike Week

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.

Katie Keough-Daley, Relieving Principal

Elizabeth Arnold, Former Principal

Wendy Lean, Teacher

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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: