

Huntingdon Public School

Annual Report



Huntingdon Public School

K-6 Fun - 2016

Principal: Mr Gunnar Fuhrmann



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2016



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Introduction

The Annual Report for 2016 is provided to the community of Huntingdon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr. Gunnar Fuhrmann

Principal

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Message from the Principal

As this will be my final Annual School Report message before I officially retire early in 2017 I am pleased to reflect on our school's many achievements and highlights for 2016. I am pleased to report that Huntingdon Public School has continued to excel and provide excellent learning and teaching programs for all of its students throughout 2016. As in previous years we are extremely proud of the academic achievements of our students and the ongoing success of the many strategies being implemented by our school to create high quality and enjoyable learning experiences for all of our students. We pride ourselves on providing a school environment where students feel happy, safe and cared for. Our school's successes in 2016 would not have been possible without the ongoing support of our parents, our hardworking and dedicated P & C Association and the active involvement of our school's broader community.

What makes our school the special place that it is ? Firstly we have a highly dedicated staff who work co-operatively together to provide an inclusive learning environment where all students are nurtured and encouraged to achieve their personal best in all that they do. When you visit our school our teachers' classrooms are not only conducive to learning but always highlight and display some of our students' great work.

Secondly, the majority of our students enjoy coming to school. They are a passionate and motivated group of young people who are keen to learn and participate in the broad range of fun and relevant educational opportunities provided for them in all of the KLA's on a daily basis. This is summed up by our school's motto – "*Having fun as we learn!*"

Thirdly, Huntingdon Public School has and continues to enjoy tremendous support from our parents and broader school community to assist us to successfully implement our teaching and learning programs .

At our self-assessment and review meetings involving the staff, parents, including the executive of our Parent and Citizens' Association and our student leaders, the following key features of our achievements for Huntingdon Public School in 2016 were identified:

In 2016 all Huntingdon students were able to utilise ICT software such as *Mathletics* , *Reading Eggs*, *ZIP-tales* and *ZOO-Whiz* to assist them in their learning, especially in the areas of literacy and numeracy, both at school and at home. This was made possible with funding kindly made available by our P & C Association.

Reading continued to a strong focus in our school with all Huntingdon students being able to tell you that at Huntingdon Public School *students who read – succeed!* The provision of additional laptops and i-Pads in the Kindergarten and Year 1 classroom was just one strategy that enabled our school to improve student learning in literacy and numeracy, especially in the early years of schooling.

As an identified *Bump Them Up School*, Huntingdon's teaching staff has improved students' literacy and numeracy skills by implementing a wide range of teaching strategies to assist students in all years but specifically targeting those in Year

All of Huntingdon's teaching staff participated in Professional Learning Courses matched to their individual and students' needs. An example of some courses that were completed during the year are a *CPR and Anaphylaxis Course* and an *Understanding Autism Spectrum Disorder Course*. We invited the teaching and non-teaching staff from the other Hastings' Small Schools to join us on these training days.

Huntingdon's Pupil School Council allowed all students to have a real say in what is happening in our school and students were encouraged to actively contribute and suggest ways to improve all aspects of our school's operations. Their input and suggestions have resulted in our school acquiring new resources, having a positive school climate, higher student attendance rates, greater participation from parents and our school community and a decrease in behaviour problems in the classrooms and playground. The elections of responsible Bus Prefects also enabled the school to improve any inappropriate student behaviour while they travelled to and from the school. Our Pupil School Council met regularly on the first Monday of each month..

The *Performance and Development Framework* underpinned a culture of lifelong learning and continual improvement of teaching practice at our school. Huntingdon's teaching staff regularly reflected on and evaluated the quality of their classroom practice and shared their expertise in all of the Key Learning Areas. We always reflect, evaluate and then strive to improve what we do using the *School Excellence Framework* as our guide .

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Mr. Gunnar Fuhrmann

Principal

School background

School vision statement

Our vision statement is:— *In partnership with our school community, we strive to provide the best education possible for our students in a happy, safe and caring environment.*

School context

Huntingdon Public School has been proudly serving and meeting the needs of our school community since 1868. With spacious playing areas and attractive grounds we pride ourselves on having a small, rural, community centred school that fosters a sense of belonging and provides quality teaching programs in all of the key learning areas.

Our highly experienced and dedicated teaching and non-teaching staff has worked co-operatively as a team for many years. The school enjoys having a high profile in the local community and is seen as being a friendly and caring place where everyone is valued and made to feel welcome. Visitors to our school often comment on our positive school climate and are amazed at the high standards of students' work that is always on display.

A slide-show of photographs highlighting the many innovative and positive happening that have occurred at our school during the Semester greet all visitors as they enter our Admiration / Library building. Most of the photographs were taken by our students who are our school's media team.

A unique feature of our school is the ever increasing level of parental and community involvement we receive in all aspects of school. Parents and community members have the opportunity to engage in a wide range of school related activities in all of the Key Learning Areas.

Our school promotes a culture of belonging and working together as well as providing opportunities for every student to recognise their individual talents and strengths. We aim to enable all students to become confident and successful learners. We also strive to ensure that the transition from Pre-school to Kindergarten and Year 6 to high school is a relatively stress free and rewarding experience.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Domain of Learning our focus was on delivering a high quality learning environment for all students in a happy, safe and caring environment. Our on-going work in student well-being has resulted in excellent programs to support students to be self-aware, build positive relationships and actively contribute to the school and wider community. In the element of Curriculum and Learning our work this year has resulted in the introduction of all new syllabus documents supported by scope and sequence and a range of assessment tasks. This has led to stronger accountability in student assessment and reporting and greater teacher confidence in their knowledge of key curriculum documents. In 2017 we will continue to build and improve our students' results. One way to achieve this is by using a wider range of assessment tasks to inform and improve our teaching programs and thereby better meet the needs of all of our students.

In the Domain of Teaching Huntingdon's teaching staff has worked diligently on identifying the individual needs of each student and encouraging them to work to the best of their ability in all of the Key Learning Areas by providing explicit, specific and timely formative feedback on how students can achieve this. Teaching programs are revised and reviewed regularly. At Huntingdon Public School teachers have well managed classrooms where students are actively and productively engaged in their learning with minimal disruption. As part of the *Bump Them Up* strategy Huntingdon's teaching staff continues to look for innovative ways to improve school performance by using data on a regular basis to monitor the effectiveness of their efforts.

Huntingdon's teaching staff has worked co-operatively to improve teaching and learning in their year and stage groups by sharing their expertise with others and through regular discussions at weekly staff meetings and on school development days where we invited the staff from the other small schools to join us. All Huntingdon's teaching staff

participated in professional learning activities targeted to school priorities and teachers' individual, professional development needs. In 2016 Huntingdon's teaching staff demonstrated responsibility, adaptability and ethical practice in working towards achieving the school's goals and strategic directions. In 2017 Huntingdon's teaching and support staff will continue to use the *Performance and Development Framework* to plan and improve the quality of our teaching and learning programs.

In the Domain of Leading we have given parents and community members the opportunity to engage in a wide range of school related activities in all of the Key Learning Areas. Some highlights in 2016 were our *Huntingdon Olympic Games* and *Gala Community Concert*. Huntingdon Public School is committed to encouraging and developing leadership skills for any interested staff members as well as our students. Our school has productive relationships with external agencies such as universities, local businesses and community groups to improve the educational opportunities for our students.

In 2017 we will continue to ensure all staff have purposeful leadership roles based on professional expertise. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan and future three year School Plans, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Meeting the needs of students and community in a happy, safe and caring environment.

Purpose

At Huntingdon Public School teachers have a commitment to nurture, guide, inspire and challenge students to work to the best of their ability in a happy, safe and caring environment.

Huntingdon students will be confident and aware of their strengths as well as areas they can improve in. By working co-operatively in multi-graded classrooms our students build positive relationships and actively contribute to the school, the community and the society in which they live.

Overall summary of progress

In 2016 Huntingdon Public School students' Quality of Life survey results at the end of the year indicated a high level of satisfaction for students attending our school. Our school's behaviour records indicated that we had high levels of student safety, confidence and alignment to the school's Code of Conduct. with few suspensions and students being placed on a Level for any inappropriate behaviour. Students took great pride in their work and achievements which were always on display in our classrooms and on display boards and cabinets around the school. One highlight was winning the Wauchope Show's Highest Points Score Trophy for our art and craft work for the 22nd year in a row.

Data was used consistently across the school to identify gaps in students' learning, monitor improvement as well as students' growth over the year. Students with special needs received additional support from our school's learning support team and some case management procedures included students having individual learning plans which were reviewed each Semester.

Feedback from our students who started high school in 2016 indicated that our transition programs were really successful and enabled students to be confident and more resilient as a result of increased organised visits to the high school as well as meeting their Year 7 Advisor on several occasions throughout the year. Our improved Kindergarten Orientation Days also made the transition from home and pre-school to Kindergarten a positive and enjoyable experience. Some of our incoming Kindergarten students cried when their time at our Orientation Days was over because they didn't want to go home. Our Aboriginal students not only matched but exceeded the learning outcomes of their respective cohort in both external and school based tests.

Parents and community involvement remained high and this remains as one of our school's strengths. Parents were encouraged and actively involved in their children's learning whenever possible both at school and at home. This included using ICT technologies and programs to support students' learning in literacy and numeracy. Members of our local and Aboriginal community, including local businesses, were invited during 2016 to visit our school and assist us to successfully implement some of our teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Indigenous students match or exceed the learning outcomes of their respective cohort as evidenced in external and school based data.	All identified students (GATS, Special Need, Aboriginal and Cognitive) have individual case management procedures developed including ILP's. As a result these students are achieving their highest possible learning outcomes.	Employment of 2 x SLSO One @ \$ 231.69 per week. One @ 1.5 days \$ 319.84 per week.
All students achieving their set goals in literacy and numeracy and accurate placement of students on the Literacy and Numeracy continuum.	Teachers use assessment against the continuums to differentiate support for each student. Students ILPs are adjusted in light of continuum grade expectations. Students' surveys indicate high level of satisfaction at school.	Employment of 2 x SLSO One @ \$ 231.69 per week. One @ 1.5 days \$ 319.84 per week.
	Year 7 students' transition program surveys indicate a high level of resilience and self-confidence when they get to high school. Feedback from parents indicates that our Kindergarten Orientation Programs make the transition from home and pre-school to school a positive	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Indigenous students match or exceed the learning outcomes of their respective cohort as evidenced in external and school based data. All students achieving their set goals in literacy and numeracy and accurate placement of students on the Literacy and Numeracy continuum.	experience.	

Next Steps

In 2017 we will continue to look at implementing strategies and teaching programs to better assist our Year 3 and Year 5 students to achieve in the top two Bands of their NAPLAN literacy and numeracy tests. Huntingdon Public School prides itself on being well resourced so we will continue to employ two School Learning Support Officers to assist the teaching staff to better meet the needs of all of our students including providing additional extension and remediation work for students with special needs.

We hope to establish an after school care facility at our school to better meet the needs of our students and parents by refurbishing and setting up a Multi-cultural – Multi-purpose Learning Centre . Huntingdon staff, parents and community groups, including our local Aboriginal community, will be encouraged and invited to continue to be actively involved in assisting the staff to successfully implement our teaching and learning programs in 2017.

The continued and improved use of technology, including the introduction of coding and robotics, will enable our students to not only become 21st Century learners but improve their problem solving, literacy and numeracy skills as well as enabling them to work co-operatively in group work situations.



Strategic Direction 2

Quality Teaching and Learning – In Pursuit Of Excellence !

Purpose

At Huntingdon Public School we strive to provide teachers with relevant professional learning opportunities as well as ensuring they have access to the necessary resources required to maximise learning for all students.

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.

In our pursuit of excellence we will use the *School Excellence Framework* to provide us with a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

Our primary focus is on providing students with essential skills in literacy and numeracy and develop skills to be creative and productive users of technology, especially ICT as a foundation for success in not only literacy and numeracy but in all of the Key Learning Areas.

Overall summary of progress

At Huntingdon Public School the Performance and Development Framework underpins a culture of lifelong learning and continual improvement of teaching practice by our highly proficient teaching staff. All students are tracked, monitored and assisted to move along the Literacy and Numeracy continuums. Effective formative and summative practices are used to inform practice across all of the Key Learning Areas.

All teaching staff are regularly reflecting on and evaluating the quality of their classroom teaching and students' learning with a focus on whole school practice in the three domains of Teaching, Learning and Leading. By using the School Excellence Framework as a guide to best practice we are constantly reflecting on and improving what we do.

As a result of improved teaching and learning practices students have shown evidence of improvement in all of the Key Learning Areas and this is reflected in their work samples and assessment tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff meet or exceed accreditation at proficient as outlined in the APTS.	<p>Regular staff meetings established to achieve school goals and strategic direction. History scope and sequence ready for implementation and Multi-stage units of work and assessment tasks developed. New reporting to parents document developed and implemented. The school has developed a scope and sequence, modules and units of learning and assessment tasks to support the teaching of Science, History and Geography K–6. These are shared with the teaching staff of the other Hastings' Bago COS small schools.</p> <p>Program reviews and Performance and Development Plan lesson observations for Semesters 1 and 2 completed and feedback provided to staff. All teachers have mapped their strengths and areas for support against the APTS. P&DF processes aligned with SEF priorities and school improvement targets.</p> <p>School utilises collaborative professional learning to support teachers' needs and maximise the sharing of teachers' expertise.</p> <p>Identified staff supported to work toward</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff meet or exceed accreditation at proficient as outlined in the APTS.	achievement of Highly Accomplished Teacher accreditation.	

Next Steps

All staff professional learning needs to be identified and met whenever possible during 2017. We will invite the staff of the other Hastings' Small Schools to join us for professional learning courses and school development days with an emphasis on the sharing of teachers' expertise, ideas and resources. With improving our students' technology skills as one of our 2017 priorities, especially the introducing of coding and robotics, we will endeavour to form closer ties with Wauchape High School's Science Department for a sharing of teacher expertise, resources and ideas.

A continued implementation of Bump Them Up strategies in Term 1 in 2017 will be vital for all students in Year 3 and Year 5 to improve their skills and confidence prior to them participating in the 2017 NAPLAN tests.

Teaching and Administration staff will be trained to use and successfully implement LMBR and SPaRO to improve school planning and financial organisation. Additional professional training in robotics and coding in ICT will enhance teachers' skills to successfully implement programs for students that will enable them to become confident 21st century learners and skilled users of technology.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Huntingdon Aboriginal students have ILP's to assist them with their learning. Two local Aboriginal elders Uncle Arthur and Uncle Bill visited our school and supported our understanding of Aboriginal culture. Acknowledgement of Country is a regular aspect at our weekly school assemblies and on special occasions. A flagpole was erected to display the Aboriginal flag next to the Australian flag. We had a special Aboriginal flag raising ceremony with a representative of the from the Biripai Aboriginal community and some of our Aboriginal students. We purchased some Aboriginal teaching resources which included a set of Urban Hunters Resource books, Twinkle Premium for schools and a Seasons Indigenous Book Box. A member of our Aboriginal community was commissioned to paint an Aboriginal mural and we purchased paints and materials to enable this to happen. We used some of our funding to employ a SLSO to assist and extend our Aboriginal students with their learning.</p>	<p>\$ 7 146.04</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 146.04)
Low level adjustment for disability	<p>A set of five Notebook PC–Base Non–Touch Model Pro–book laptops were purchased to enable all students to have access to a computer in the classroom. This enabled them to have access to our Literacy and Numeracy Programs such as Reading Eggs, Mathletics, Zip–tales and ZooWhiz. A further set of eight Notebook laptops will be purchased so that there are sufficient laptops and charging stations in each classroom.</p>	<p>\$ 4 828.00</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$4 828.00)
Socio–economic background	<p>We used our funding to employ a SLSO for three days per week to assist and improve all students' Literacy and Numeracy skills. We provided funding to assist students to attend our Small Schools' Excursion to Coffs Harbour as well assist some families with the purchasing of students' workbooks and visiting performances. Casual teachers were employed to release classroom teachers with their planning and for meeting with parents of students with special needs. Funding was used to help fund the school's Dance Program in Term 3 and we subsidised the cost of the Life Education Van's visit in Term 2. School incursions such as The Dinosaur Science Show, Troppo Magic, and the NSW Wheelchair Sports Road Show were also partially funded. The purchasing of teaching resources included Mathletics, Australian Standing Orders, NSW Syllabi K–6 for English, Maths, Science, History and Geography, Zip–tales, a complete set of Readers' Theatre and Targeting Maths Guides for teachers.</p>	<p>\$ 13 341.62</p> <ul style="list-style-type: none"> • Socio–economic background (\$13 341.62)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	34	33	32	31
Girls	26	16	22	24

At Huntingdon Public School we pride ourselves on meeting the needs of all of our students and parents by co-operatively working together and providing a school environment that is not only conducive to learning but one where students feel happy, safe and cared for. The opinions of parents are valued and acknowledged. As a result, our student enrolment has remained relatively consistent over the years and will hopefully continue to grow in 2017 and the future.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91	90.5	93.8	91.7
1	90.2	92.1	91.2	95.6
2	94.9	92.9	92.2	94
3	93.6	94.7	90.9	94.9
4	95.3	91.3	97.3	94.7
5	93.5	95.3	91.2	94.1
6	94.2	87.8	91.1	90.9
All Years	92.9	92.3	92.9	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

At Huntingdon Public School the vast majority of Huntingdon students enjoy coming to school each day. During 2016 we had some students with bouts of illness as well as being absent due to being away for family

reasons including extended school holidays. Despite this, in 2016 our student attendance rate for all students was 93.90%. which was only marginally below the state average of 94.00%.

We continue to have real concerns about the numbers of partial absences that are occurred in 2016 and have put into place additional procedures to try and minimize these from happening in 2017. We now record partial day absences on all our students' Semester 1 and Semester 2 report cards and parents receive follow up letters asking for the reasons of any unexplained or long absences.

In 2017 we will remind all parents early in the year about their legal obligations and the importance of students attending school on a regular basis as well as arriving on time each day.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

In 2016 there were no Aboriginal members on our workforce but we liaise and work very closely with our Aboriginal community whenever possible.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	0
Postgraduate degree	100

Professional learning and teacher accreditation

All Huntingdon teaching staff meet proficiency as outlined in the Australian Professional Teaching Standards. Significant amounts of professional

learning was undertaken by all Huntingdon Public Schools' teaching and non-teaching staff during 2016. With research supporting teacher quality being the single largest indicator of student success professional learning of Huntingdon's teaching and support staff will continue to be a priority in 2017.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. A complete copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and community group. Further details concerning the statement can be obtained by contacting the school.

At Huntingdon Public School we do not have a fully operational school canteen. Our P&C has organised special lunch order days throughout the year and any money raised is collected and banked by them.

Income	\$
Balance brought forward	75 021.11
Global funds	94 199.45
Tied funds	43 743.33
School & community sources	18 769.41
Interest	1 681.73
Trust receipts	3 677.20
Canteen	0.00
Total income	237 092.23
Expenditure	
Teaching & learning	
Key learning areas	6 373.12
Excursions	12 517.21
Extracurricular dissections	6 237.71
Library	1 059.82
Training & development	42.69
Tied funds	58 418.10
Short term relief	17 635.07
Administration & office	30 366.18
School-operated canteen	0.00
Utilities	8 225.15
Maintenance	4 643.64
Trust accounts	2 767.66
Capital programs	0.00
Total expenditure	148 286.35
Balance carried forward	88 805.88

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As an identified *Bump Them Up* school we have been implementing a range of strategies to improve all students' literacy and numeracy in Year 3 and Year 5 so that they can hopefully achieve in the top two Bands of their NAPLAN tests. The results, especially of some of our Year 3 students and Year 5 students who participated in the NAPLAN tests in 2016, were excellent.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 we sent out surveys to all staff, parents and students, including those who had gone to high school, on what our school does well and how we can improve our operations.

A selection of their responses are presented below.

Some of the things our school does really well are:–

Providing a safe, fun and aesthetically pleasing school environment for students to learn, play and excel in;

Our teaching and non-teaching staff know all of our students and their individual needs really well;

Huntingdon's teachers love their profession and genuinely care for their students;

Our active and hard working P & C actively supports our teaching and learning programs;

Huntingdon's local and broader school community is actively involved in many aspects of our school;

The school regularly acknowledges the achievements and efforts of our staff, parents, the community members involved in our school and our students;

The school provides lots of opportunities for all students to participate in extra-curricula events. In 2016 some of these included students running the *2WAY FM Community Radio Station's School's Out Program*, incursions such as *Swag of Tales* and the *Hastings Headway* visit, participation in the Huntingdon Olympics, attending the Wauchope Show, participation in the *Simultaneous Story*, visiting the *Life Education Van*, attending the *Small Schools' Excursion* to Coffs Harbour, regular visits by the *Mobile Library Van* and safety talks by Mr Terry Wright from Busways and Hastings' Lifesaver James Turnham as well as participation in our NRL, tennis skills and dancing programs.

Providing a daily school canteen for all of our students with the P & C organising special lunch days during the year;

Meeting the needs of our Kindergarten and Year 6 students going into Year 7 by providing great Kindergarten orientation and Year 6 to Year 7 transition programs;

Huntingdon's teaching and support staff actively collect and use information to support students' successful learning;

Our school is well resourced;

Huntingdon students and teachers use ICT to facilitate students' learning, especially in literacy and numeracy.

Positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for students learning;

Students' reports contain detailed information about individual student learning achievement and areas for growth which provide the basis for discussions with parents and

All Aboriginal students and students with special needs have an ILP to assist them with their learning.

Some of the things that would make our school even better include:–

The clearing and extension of our school playground thereby providing additional and improved playing areas for our growing student population to safely play in;

Examining the possibility of providing an after and before school care facility at our school to meet the needs of our students and broader school community;

Completing and refurbishing our Multi-cultural and Multi-purpose Learning Centre;

Purchasing additional ICT resources and laptops for students to use especially when learning about coding and robotics;

Greater involvement of our local Aboriginal community in celebrating NAIDOC Week and in all aspects of school;

Re-establishing our vegetable garden and fixing up our school's scarecrow;

Providing opportunities for our students to learn how to play a musical instrument;

Getting all students in Years 3 and 5 to achieve in the top two Bands in their NAPLAN literacy and numeracy tests.

All students are made aware of our local Aboriginal culture in all of the Key Learning Areas. Aspects of Aboriginal culture and contemporary issues were presented to the students in many areas of the curriculum. At our weekly assemblies we always begin with an *Acknowledgement of Country*.

One of the milestones for our school in 2016 was the installation of two, new flagpoles enabling us, for the time in our school's 149 year history, to proudly fly the Aboriginal flag beside the Australian flag each day. Some of Huntingdon's Aboriginal students and elders from our local Aboriginal community unveiled and raised the Aboriginal flag at a special flag raising ceremony to help us celebrate this historic occasion.

We are looking forward to the completion of our Aboriginal mural by local artist Mrs Angela Marr-Grogan and all Huntingdon students early in 2017. The mural will be proudly displayed in the foyer area of our Multi-cultural Multi-purpose Learning Centre where it will hopefully be enjoyed by many generations of Huntingdon students and families to come.

All of Huntingdon's Aboriginal students have individual Learning Plans to not only ensure that their individual needs are being met but they are exceeding the learning outcomes of their respective cohorts as



Policy requirements

Aboriginal education

Multicultural and anti-racism education

All students were involved in learning about different cultures during the year. Students from Kindergarten to Year 6 learnt about eight different countries and their cultures as part of their involvement and participation in the *Huntingdon – 2016 Olympic Games*. The eight countries that the students researched and then presented their findings on were:–

Stage 3 students researched Germany and France;

Stage 2 students researched the United States of America and China;

Stage 1 students researched Japan and

Kindergarten and Early Stage 1 students researched England and Italy.

During their presentations students each had a designated area in our school's hall to display their findings. Students were encouraged to bring in many items of interest from their respective countries as well talk about them.

Students were involved in dressing in their country's national costumes, cooking popular dishes from their country and learning how to count and say some simple phrases and as part of their fun, learning experiences. We also invited Kenny Koala to light the cauldron and parents and relatives of students from non-English speaking backgrounds to come in and talk about their countries and unique cultures.