

Mount Hutton Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Mount Hutton 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.

Mrs Julie Low

Relieving Principal

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Message from the Principal

In 2016, Mount Hutton P.S. community saw the culmination of a number of years of hard work which resulted in us celebrating many achievements both individually and as a school.

At our annual end of year school presentation day, we recognised a number of outstanding individual academic and sporting student efforts. However, it is important to note that everyone of our wonderful students made a positive contribution in their own way and is very much a valued member of our school family.

In this my last year as Principal of Mount Hutton Public School, I would like to pay tribute to a number of very important people who have had a profound impact on the way in which I view school leadership. Firstly, I wish to acknowledge for their outstanding professionalism and commitment, my wonderful team of teachers and support staff. In 2012 we started with a long list of exciting and innovative things we wanted to achieve. Some of these things took us out of our comfort zone. But together with the backing of our fabulous community we have managed to tick most of those boxes. I know I won't ever be able to look at a Kookaburra again without thinking of Mount Hutton Public School and the fond memories I have of my time here.

It would be impossible for me to mention individually every parent or grandparent who has been supportive over the last 4 and a half years. What I will say however, is that many of the most enjoyable times for me have been spent having a chat to parents at the end of the day.

My sincerest thanks goes to the P&C led by Paula, Vanessa, Toni and friends who have given their time, energy, enthusiasm and support to benefit our kids. From a community perspective, the school is now in a very strong position and this is a credit to the small band of ladies who have worked tirelessly and unselfishly on a number of great projects in recent years.

And finally, I would like to acknowledge the incredible students of Mount Hutton Public School. I'm so proud of each and every one of you. Keep learning, keep trying and no matter how old you are, don't ever think that school is uncool.

I sincerely thank each and every one of you for making me a part of your wonderful community. Best wishes for 2017.

Mr Steve Gately

Message from the school community

The P&C in 2016 continued in its efforts to raise funds to assist in the ongoing development and support of our school, both inside and outside the classrooms. We are small but dedicated group of working mums and dads who strive each year to assist the school by way of fundraising.

We have once again this year seen events such as Mother's Day High Tea, Father's Day BBQ, Easter raffle, Trivia night, Election Day BBQ & Stalls, Education Day BBQ and a great pie and slice drive throughout 2016. A huge thank you to all those that gave of their time, not only on the days and nights of these events but also in the lead up to them. We are continually looking for new ideas and ways to fundraise, and any thoughts or ideas that any member of the school community might have would be very much appreciated. The significant highlight has been the increased communication to the community through not only the P&C Facebook page, thanks to Meagan for her ongoing great work, but also the new electronic noticeboard that the P&C contributed funds to this time last year – I myself have benefited from driving past and having a gentle reminder of something that I needed to remember for school!

These fundraising events do not happen by themselves. They come about through team work and a whole lot of respect and friendship that we have cultivated within the committee. But most importantly the outcome is that we are contributing not only to our children's school in such a positive way but to all our children as well. I would encourage you all to become involved at whatever level you are able to, either through monthly meeting or lending a hand on the days when we need it most. Some of the most important friendships of our lives have developed as a direct result of our involvement in the MHPS P&C.

My enormous thanks goes to Mr Gately, he has been such a fantastic support to the P&C since the day he arrived and we bid him farewell and wish him all the very best at Biddabah – they are a lucky school to get him. To the wonderful MHPS staff, thanks again for your support and for your guidance; Christine Clifford thank you once again for your ongoing support of not only the P&C but the community. To the students of the school, thanks again for your continued support and enthusiasm.

To you lovely ladies of the P&C, many thanks for the hard work and continued effort you make for your children's school. It is a hard and sometimes difficult job, but it is made easier by the laughs and good times we manage to have! We have again this year achieved great things and my eternal gratitude goes out to you all. A very big thank you to your patient and tolerant families.

I once had the privilege of working for a great man, the Hon. Neville Wran, who once told me something that has stuck with me since and I would like to take the opportunity to share it with you – the gathering of friends for whatever reason is a privilege that is denied to many, but using that gathering to benefit those around you, your community, is not only the right thing to do but is the way it should be done. After all without community, what do we have. I truly believe in the MHPS community and look forward to watching continued growth and prosperity. Paula Greentree (P&C President)

Message from the students

Being a school leader requires a sense of responsibility, resilience, patience and a whole lot more. As a leader we represent the students of Mount Hutton PS. We make sure we lead by example, follow the playground and school rules and always promote being a safe, respectful learner.

We have enjoyed representing our school at special events such as ANZAC day services, Myuna Bay Camp and Hunter Sports High School Ceremonies. We led assemblies for Education Day, NAIDOC Day and Book Week. We support our student body at sporting events and have focused throughout the year on improving our leadership skills through gaining confidence and developing our public speaking skills.

It has been our pleasure running assemblies, following the PBL rules and watching this wonderful school improve as the years have gone by. Since we started in Kindergarten we have watched the development of playground equipment, the introduction of PBL and of course our very own Dunkley, the fixture of the buddy bench and the building of our new library and hall. This along with our school fence, electronic sign and beautiful grounds leaves a lasting impression of our school environment.

On behalf of Year 6 of 2016 we would like to say a big thankyou to Mr Gately, our amazing principal, our wonderful Mount Hutton Teachers, our parents who support us each and every day and the students within the school. We would also like to acknowledge the wonderful work of our P&C and Year 6 Fundraising Committee for supporting our school along our primary school journey.

Dempsey Shultz, Brendan Kuzic, Maggie Greentree and Hayden Haynes – Captains and Vice Captains 2016

School background

School vision statement

"At Mount Hutton Public School we believe that every child has the right to a high quality education in a supportive, progressive, learning environment. Our aim is to produce a community of happy, self-motivated, lifelong learners."

School context

Mount Hutton Public School is an Early Action for Success P1 school in Eastern Lake Macquarie.

Of the school's 180 students in 2016, 18% are indigenous. The Index of Community Socio-Educational Advantage (ICSEA) gives Mount Hutton a value of 924, compared to an average ICSEA value of 1000. Enrolment figures are trending higher (with 27 students in Kindergarten in 2016 compared with 22 at the beginning of 2014). The long term average of student achievement as measured in the National Assessment Program shows that over time student achievement is just below the national average. The school works purposefully to improve learning outcomes for its students and together the school and its community have made significant improvements to the school's physical environment in recent years. In semester 2, 2013 Mount Hutton P.S. launched the Waiyarang Community of Schools where the Early Action for Success (EAFS) project has been a major focus, along with preparation for the implementation of the New National Curriculum. In 2014 Mount Hutton launched Positive Behaviour for Learning (PBL) as a consistent whole school approach to management systems pertaining to classroom and non-classroom settings along with whole school and individual student processes.

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.

Learning

There is demonstrated commitment within the school to strengthen and deliver on school learning priorities. The school has focused on curriculum delivery in literacy and numeracy as well as consistency in assessment and reporting processes. All K–2 teachers either trained in L3 or were engaged in the maintenance phase of this program resulting in higher than average gains in literacy levels K–2. Our 3–6 team continued to implement best practices in teaching of reading utilising Focus on Reading strategies and engaging in team planning sessions focusing on writing and a team teaching approach. Numeracy programs within the school were enhanced through opportunities to engage in team teaching and ties to strengthen consistency in teacher judgement determining student progress as matched against the numeracy continuum. Students with specific learning needs were identified early and the Learning Support Team, our access to a Speech Therapist and our Early Action for Success initiative provided ongoing, needs based tiered intervention. Through continued ties with the Waiyarang Community of Schools students accessed a diverse curriculum with the introduction of explicit teaching of Creative and Critical Thinking skills across all Key Learning Areas. The Positive Behaviour for Learning (PBL) team has continued working on building consistent expectations and student classroom management skills with explicit lessons being developed and implemented based on evidence based data analysis.

Teaching

In the domain of Teaching, the school has continued to provide time for collaborative practice within the school and across the community of schools. This has included K–2 network meetings, stage planning days and lesson study approach to strengthen pedagogy and improve teacher collegiality and consistency in teacher judgement when assessing student performance. Pedagogies which have led to improved student outcomes included L3, TEN, Focus on Reading, Seven Steps to Writing Success, Mathematical Building Blocks, Creative and Critical Thinking Tools and the inclusion of technology to support learning across the KLA's. All staff engaged in professional learning days focusing on embedding critical and creative thinking skills and technology into effective pedagogical practice. Staff were actively involved in the PDP process and are using evaluative processes to develop goals for themselves and their students. An increased focus was placed on ensuring consistency in teacher judgement when using student performance data to evaluate student progress and teaching and learning programs.

Leading

During 2016 staff members delivered training to staff based on Critical and Creative Thinking Skills, Seven Steps to Writing, as well as the History and Geography syllabus. These staff were given an opportunity to develop leadership within different areas to support quality teaching and learning practices. Two staff members attended a Student Wellbeing Initiative offered to the East and West Lake Macquarie Learning Alliances. The focus was on the development of quality holistic student wellbeing protocols and practices that enhance student engagement, attendance and ultimately individual student outcomes. An action plan was developed based on evaluative processes linked to the Wellbeing Framework and School Excellence Framework. Student leadership was identified as the focus area and the two teachers led staff through professional learning sessions based on the Wellbeing Framework and Social Capabilities Framework.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, 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

Innovative Teaching & Learning

Purpose

To improve student learning experiences which results in students' development of the abilities to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

Overall summary of progress

In 2016, we have continued to focus on strengthening teacher capacity to deliver best practice in numeracy and literacy aligned to syllabus outcomes (K–6). School wide practice is utilised for assessment and reporting across Key Learning Areas, where information gathered is used to inform future learning programs and inform reporting on student achievement. An integral component of this direction is the development of a Critical and Creative Thinking Skills scope and sequence to explicitly teach students skills to develop reason, logic, resourcefulness, imagination and innovation in all learning areas at school. A significant focus remains on literacy and numeracy to ensure all students access high quality lessons in both domains to make personal gains against curriculum outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Grade appropriate cluster benchmark as per the Literacy Continuum (Early Action for Success).	94% of Early Stage One students reached Reading continuum benchmark and 80% reached Writing continuum benchmark. In Stage One, 94% achieved Reading benchmark and 85% reached Writing continuum benchmark.	\$75000 to release AP for classroom mentoring, collaborative practice and tiered intervention.
3yr NAPLAN Trend Data averages – Numeracy & reading.	In Numeracy, Year 5–6 growth data indicates 53.8% of all Year 5 students reached greater than or equal to expected growth in numeracy. In 2016, 24.9% of Year 3 students achieved band 4 or higher whereas 48.1% of Year 5 students have achieved band 6 or higher.	Tiered intervention and staff PL with AP Mentor. Strategic approach to PL & intervention for identified students.
Staff Professional Learning survey from TTFM showing increased satisfaction from professional learning directed at building teacher capacity to improve student outcomes in Literacy and Numeracy. Professional learning aligned to PDP goals and APST.	All staff have been involved in professional learning sessions to deepen their understanding of the Australian Professional Standards for Teachers. A timeline and support structure has been put into place to ensure 100% of teachers have professional development plans aligned with personal needs, the needs of the school as outlined in the school plan and the Australian Professional Standards for Teachers.	Executive staff supported teacher accreditation procedures and PDP development aligned to APTS and school plan.

Next Steps

* LAST support and team teaching allocation will be to focus on students in the mid stream of year 3–6 in order to increase the percentage of our students achieving in the top two bands in NAPLAN (Yr 3, Yr 5 and Yr 7).

* A tiered intervention process in response to 5 weekly data collection will be developed and deployed to all grades (K–6) to ensure student goals are specifically defined and plans are in place to achieve these markers.

* The Waiyarang Community of Schools will work cohesively to deliver a collegial model of support for 3–6 teachers and continue this best practice in K–2, to align practices, improve consistency in teacher judgement in numeracy and literacy and develop professional learning networks.

* The Critical and Creative Thinking Skills Tools will be used in all classrooms in all Key Learning Areas and refined where necessary.

Strategic Direction 2

Quality Learning Environments

Purpose

To maximise the potential for students to learn through the creation of dynamic learning environments in which students have access to best practice teaching and learning resources and staff are continually refining their pedagogy in a collaborative and innovative way whereby staff and student achievements are shared and celebrated.

Overall summary of progress

Throughout 2016, we have continued to consolidate and deliver initiatives to enhance the quality of our learning environments. Whole school programs and systems including Positive Behaviour for Learning, Peer Support, Seasons for Growth and Student Leadership initiatives are now embedded and aligned to the Student Wellbeing Framework. Support for students requiring individual learning has also been streamlined and formalised resulting in improved outcomes for Aboriginal students and students with additional learning needs and support needs. The school executive, in consultation with the school community, continue to allocate funds to provide all students with greater access to quality resources both in and outside the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL data shows 93% of students in tier 3 (Universal)	Weekly data gathered from the Positive Behaviour for Learning (PBL) team shows that throughout the course of 2016, 92% of all students were in the preferred Tier 3 area of the triangle (compared to the expected rate of >85%) This is indicative that systems and processes associated with PBL including student recognition, behaviour management and leadership are effective.	\$17000 (P&C and OOSH contribution) in PBL and other signage around school to improve communication and expectations in different settings.
Significant decrease in student wellbeing incidences and increase in student engagement due to implementation of Student Wellbeing Framework Initiatives.	Executive staff attended professional learning and formed mentoring initiative to implement in 2017. PBL implementation and data identified and recognised a decrease in serious incidents and greater positive recognition of student achievement. External environment of MC class developed to engage student learning with specific needs.	\$7000 PL and external environmental improvements.
Improved rates of attendance to greater than 93%.	Attendance for all students for 2016 was 90.2% This was 2.1% less than 2015 and fell short of our target of 93%.	\$1000 admin and teacher release.

Next Steps

- * Put into place Student Wellbeing Initiative in student leadership agenda to enable students to lead in the classroom, across the school and the wider school community. In doing so, school leaders will be attached to a specific teacher mentor and work towards goals in an area of interest within the school.
- * Continue to refine the PBL processes and practices which are embedded in the school community with an emphasis on updating teacher resources to support this wellbeing framework as well as universal training for two additional staff members.
- * Attendance will continue to be a major focus with emphasis placed on providing better communication to our school in relation to the NSW DoE Attendance Policy. Regular consultation with the Home School Liaison Team will be scheduled in order to proactively address issues of poor attendance.

Strategic Direction 3

Engaged Learning Communities

Purpose

To develop a strong, united community of schools in which systems, practices and expectations are developed and aligned in a sustainable, effective and efficient way. As a member of the Waiyarang Community of Schools (WCoS) we are committed to sharing expertise and resources for the benefit of all students and stakeholders.

Overall summary of progress

Throughout 2016, the school has worked with the Waiyarang community of schools to strengthen curriculum development in terms of Critical and Creative Thinking Skills, strengthen processes for transition to school and from Year 6 to High school. The school has focused on strengthening community partnerships through an inclusive open communication approach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of Year 3 and Year 5 Aboriginal students at or above minimum Reading and Numeracy NAPLAN standards.	100% of Aboriginal students in Year 3 were at or above minimum standards in NAPLAN reading while 93% were at or above minimum standards for Numeracy. For Aboriginal students in Year 5, 75% were at or above minimum standards for Numeracy and 100% were at or above the minimum standards for NAPLAN Reading.	\$20000 SLSO for intervention.
Increase Kindergarten enrolments as evidenced through attendance in the Junior Kookaburras school readiness program.	97% of students in Junior Kookaburras school readiness program in 2016 enrolled and entered Kindergarten in 2017.	\$30000 to employ community consultation coordinator and support staff for school readiness program.

Next Steps

- * Continuation and refinement of the Junior Kookaburras school readiness program to facilitate a smooth transition to Kindergarten for students commencing school in 2018 including classroom visits in term 4 and buddy programs.
- * Continued communication with the high school to ensure transitional processes run smoothly to best enhance student participation in Years 4 to 6.
- * Continued implementation of tiered approaches to intervention to increase the number of Aboriginal students in top 2 bands for Literacy and Numeracy by 30% by 2019.
- * Working to strengthen student leadership skills in partnership with the Waiyarang Community of Schools.
- * Investigate various spelling approaches successfully used in nearby schools and their impact on student outcomes.
- * Establish network and professional learning communities for our 3–6 teachers within the Waiyarang Community of Schools as well as maintaining our K–2 teacher network.
- * Ongoing communication, sharing of resources and professional learning opportunities throughout the WCoS, EAfS initiative schools and other professional learning networks to enhance pedagogical delivery.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Data from Aboriginal students shows outcomes commensurate with that of non-indigenous peers. 90.9% of Aboriginal students in Year 3 and 75% of Year 5 were at or above national minimum standard in Numeracy. According to School Excellence Framework (SEF) data, attendance of Aboriginal students at MHPS is 1% higher than that of similar schools.</p> <p>All Aboriginal students have a working PLP document which is future focused, goal driven and formed in a consultative process.</p>	<p>\$26751 (additional SLSO)</p> <p>\$2390 (Norta Norta funding)</p>
Low level adjustment for disability	<p>Additional intervention through SLSO support to tier 2 & 3 students in Literacy and Numeracy K–6.</p> <p>Learning Support Team structures put in place to ensure students are adequately tracked and differentiated programs in place for these students.</p>	<p>\$18640 SLSO</p> <p>Funding 0.4 LAST Teacher</p>
Quality Teaching, Successful Students (QTSS)	<p>Improved pedagogy has resulted from additional time being made available for teachers K–6 to engage in lesson studies within the school and for K–2 across the community of schools. Built into this has been the provision of executive release to ensure time for mentoring and professional dialogue and programming amongst stage teams.</p>	<p>\$10500 for AP mentor support for classroom teachers.</p>
Socio-economic background	<p>Community connections coordinator was employed two days per week to support families capacity to access services. Outcomes included strengthened interagency links and increased communication between home and school.</p> <p>Additional SASS time was sought to enhance efficiency in utilising new LMBR procedures.</p> <p>Purchase of eight mini laptops and four desktops to enable students to work collaboratively and innovatively with technology across all Key Learning Areas.</p>	<p>\$40000 for employment of CCC</p> <p>\$22000 additional SASS</p> <p>\$11000 additional SASS for LMBR support directly</p>
Support for beginning teachers	<p>Two teachers completed their second year of beginning teacher support. Through Great Teaching, Inspired Learning reforms: additional support was provided to teachers to work more closely with mentors and school leaders to strengthen proficiency in teaching, learning, assessment and reporting processes.</p>	<p>\$17000 beginning teacher allocation</p>
Speech Therapist (Paraprofessional)	<p>A Speech Therapist was employed one day per week to assist in the early identification and program development of speech programs to address expressive and receptive deficits in students in K–3. The Speech Therapist worked collegially with two SLSO's who implemented the program throughout the week. Post intervention data showed 94% of students K–3 displayed age appropriate speech.</p>	<p>\$16000 employment one day a week</p>

<p>Early Action for Success</p>	<p>Continuation of K–2 network days allows for PL from the IL and collegial discussions across the WCoS. Staff believe this is extremely valuable as it builds the capacity of all staff to successfully implement K–2 curriculum.</p> <p>Tiered Intervention saw improvements in the academic success of students in K–2. All identified students made significant gains over the year.</p> <p>SLSO breakfast meetings occur each term resulting in strategic, consistent language and better–quality differentiation taking place within lessons to ensure equity and access to the curriculum for all students.</p> <p>Staff frequently measured the impact of teaching, interventions actioned and teaching practices adjusted through the Waiyarang Community of Schools lesson rounds observation study.</p> <p>All K–2 staff trained in Language, Learning and Literacy (L3K and L3 Stage 1) and those in 2nd or subsequent years of training undertook 4 sessions of Ongoing Professional Learning (OPL).</p> <p>All K–2 staff trained in Targeting Early Numeracy (TEN) and attainment of necessary resources.</p>	<p>\$12000 training and innovation grant</p> <p>0.61 Intervention teacher</p>
<p>Funding Support (SLSO)</p>	<p>Additional SLSO support improved outcomes in all classes K–6. This was particularly beneficial in K–2 classes to support tiered intervention in L3 classrooms and in supporting the expressive and receptive language programs designed by the speech therapist.</p>	<p>\$74000 funding support allocation</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	81	68	83	86
Girls	82	81	89	89

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	93.7	92.1	96
1	93.2	96.9	91.9	91.8
2	93.6	92.8	90.9	94.2
3	93.2	94	91.9	92.6
4	92.9	93.8	94.6	91.6
5	88.7	93.3	90.3	93.3
6	95.5	91.9	94.4	89.4
All Years	93.5	93.7	92.3	92.8
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

Our school attendance profile for 2016 was 0.4 above state average with a significant increase in the attendance of Kindergarten students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.68
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration & Support Staff	2.92
Other Positions	0.07

*Full Time Equivalent

Mount Hutton Public School has one staff member who identifies as Aboriginal.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

During 2016, the school utilised the flexibility in the RAM funding along with the Early Action for Success initiative to provide targeted professional learning aligned with the school plan. This investment in our teachers and support staff ensures we continually strive to deliver high quality teaching and learning programs across all Key Learning Areas to cater for the needs of our students.

To support a tiered learning approach to Literacy, three teachers completed initial training in Language, Learning, Literacy (L3K). Two stage one teachers completed ongoing professional learning in reading and writing to consolidate L3 Stage One skills. Our K–2 teaching staff accessed professional learning through WCoS network meetings focusing on collegial approaches to quality text writing. A large component of the network PL was lesson studies and ensuring consistency in teacher judgement when plotting students on the writing continuum. Ongoing staff meetings were allocated to strengthening teacher knowledge and the development of scope and sequences for History and Geography (K–6).

Teaching staff continued to develop skills in utilising Creative and Critical Thinking Skills to strengthen problem solving and critical thinking processes in our students across each KLA. WCoS workshops were

held and teachers collaborated in stage teams to develop sample tasks to be shared across the community of schools. In keeping with the importance of critical and creative thinking and the social capabilities framework, teaching staff engaged in two intensive workshops. The first was provided by the "Sydney Story Factory", where teachers engaged in a See Think Hear digital stories workshop. Teachers developed skills incorporating differentiated teaching strategies in Literacy; promoting critical thinking, creative thinking and collaboration in the classroom; and engaging students with various modes of storytelling – visual, written and oral. A professional learning day was accessed at the Sydney Power House Museum where teachers gained an understanding of visible thinking skills and linked these to current pedagogy in History and Science & Technology programming.

All staff completed mandatory training including asthma training, CPR and face to face anaphylaxis, Child Protection modules and Code of Conduct. Ten teachers completed four out of five modules for Mathematics Building Blocks which focuses on fundamental Numeracy teaching and learning including assessment for and of learning, and a differentiated Numeracy approach.

The school Principal along with the School Administration Manager undertook extensive training in LMBR (a standardised financial system) throughout the year. Two executive members attended a one day workshop to strengthen capacity to use the new online management systems. The use of this system went "live" in term 2, 2016 and will continue to be a focus of professional learning for executive and non-teaching staff within the school. Two executive members attended four days of intensive workshops focusing on Wellbeing Framework and developing an action plan based on school needs to be implemented in 2017.

In 2016, one teacher obtained accreditation at proficiency through BOSTES, one permanent and one temporary teacher completed their initial five year maintenance phase of accreditation at proficiency and an additional two teachers continued to document evidence against the Australian Professional Teaching Standards to ensure they meet maintenance of accreditation in due course. All teachers were provided with termly workshops to strengthen their understanding of Australian Professional Teaching Standards ensuring readiness for reform agendas in accreditation which will be applicable for all teachers in 2018.

Future Directions:

- Stage planning days to focus on consistency in teacher judgement in assessment for and of learning.
- OLIVER training for Librarian and Library Administration staff.
- Continued focus on writing K–6 embedding a strong pedagogy of 7 Steps for Writing Success across K–6.
- Strengthen skills in staff in unpacking the Numeracy continuum.

Financial information (for schools using both OASIS and SAP/SALM)

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

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parents and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	222 344.00
Global funds	83 198.00
Tied funds	216 316.00
School & community sources	23 504.00
Interest	3 066.00
Trust receipts	1 152.00
Canteen	0.00
Total income	549 583.00
Expenditure	
Teaching & learning	
Key learning areas	5 408.00
Excursions	9 930.00
Extracurricular dissections	6 709.00
Library	1 010.00
Training & development	259.00
Tied funds	200 978.00
Short term relief	13 738.00
Administration & office	26 683.00
School-operated canteen	0.00
Utilities	13 855.00
Maintenance	3 991.00
Trust accounts	1 152.00
Capital programs	14 630.00
Total expenditure	298 348.00
Balance carried forward	251 234.00

The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016.

School performance

Early Action for Success Initiative

Kindergarten

- 94% of students reached their end of year benchmark or above in Reading & 78% in Comprehension.
- 79% achieved their end of year benchmark or above for Instructional Reading Levels.
- 95% reached their end of year benchmark in Early Arithmetical Strategies in Numeracy.

Year 1

- 92% of students reached their end of year benchmark or above in Reading & 92% in Comprehension.
- 92% of students achieved their end of year benchmark or above for Instructional Reading Levels.
- 100% reached their end of year benchmark in Early Arithmetical Strategies in Numeracy.

Year 2

- 96% of students reached their end of year benchmark or above in Reading & 87.5% in Comprehension.
- 100% of students achieved their end of year benchmark or above for Instructional Reading Levels.
- 100% reached their end of year benchmark in Early Arithmetical Strategies in Numeracy.

	2016 Actual (\$)
Opening Balance	0
Revenue	539 586
(2a) Appropriation	510 566
(2b) Sale of Goods and Services	-1 127
(2c) Grants and Contributions	28 361
(2e) Gain and Loss	0
(2f) Other Revenue	1 073
(2d) Investment Income	713
Expenses	-338 824
Recurrent Expenses	-338 824
(3a) Employee Related	-245 119
(3b) Operating Expenses	-93 705
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	200 761
Balance Carried Forward	200 761

This year we moved over to LMBR administrative and financial processes. The finance committee met termly to ensure that financial and budgeting requirements were being met and were on track to meet school needs.

NAPLAN

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

Year 3 Literacy

Overall performance is still below DoE average; however students are showing pleasing gains in Literacy compared to 2015 results. Year 3 boys performed better in all areas of Literacy compared to the girls. More students achieved Band 5 in reading and spelling in 2016 compared to previous years. Results in Literacy have improved in 2016 due to the extensive staff professional learning across K-2. However, there will need to be a review of the implementation of spelling across K-6 to see improvements in this area.

Year 5 Literacy

Year 5 students exceeded state expectations in Band 7 in writing and reading. There was minor difference in the growth between Year 5 boys and girls in reading. Year 5 boys' growth was 15.4 % better than the girls.

	2016 Actual (\$)
Base Total	1 303 569
Base Per Capita	9 491
Base Location	0
Other Base	1 294 077
Equity Total	240 063
Equity Aboriginal	29 141
Equity Socio economic	151 473
Equity Language	0
Equity Disability	59 448
Targeted Total	242 617
Other Total	11 014
Grand Total	1 797 263

Year 5 girls' growth in Grammar & Punctuation exceeded the growth of the boys by 15.3%. Our Aboriginal students (4) had greater than expected growth in reading and spelling as matched against their Year 3 results. Although the trend data is still below state expectations, improvement has been made on 2015 results in all areas of Literacy.

Numeracy Year 3

Year 3 Trend Data in Numeracy dropped dramatically over the past two years from a significant gain in 2014. The drop was below a three year average from 2012–2014 of 367.3 to an average for 2014–2016 of 359.6. A specific focus of 2017 professional learning and utilisation of Instructional Leader will focus on the transition from Year 2 to Year 3 in Numeracy teaching and learning.

Numeracy Year 5

Scales score averages for Year 5 students in Numeracy is trending up in 2016 and Year 5 student growth surpassed DoE averages in 2016. A larger cohort of 27 compared to 17 in 2015 makes the results more statistically viable. 65.4% of Year 5 students achieved equal to or greater than expected growth in Numeracy. Similarly, Year 7 data indicates an upwards trend in overall achievement with the average scale score of these students slightly above DoE averages.

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

Data from the Tell Them from Me survey (student) overwhelmingly confirmed that MHPS is comprehensively meeting the needs of the vast majority of students across all domains. Significantly, MHPS scored higher than state norms in most areas including social–emotional outcomes, positive student teacher relationships, behaviour and positive learning climate. Data from the TTFM parent survey was disappointing. The parent survey was only completed by 14 families this year. Although the data was extremely positive, it is not sufficient in quantity to be considered reliable feedback. The whole school Concert "Falling Stars" received rave reviews from the school community and will once again be a calendar highlight in 2018.

Junior Kookaburras grew in popularity in 2016. 100% of parents whose children attended this program indicated that they were extremely satisfied.

Policy requirements

Aboriginal education

All staff at Mount Hutton Public School are committed to reducing the achievement gap between Aboriginal students and the wider school population.

The Aboriginal and Torres Strait Islander Education Action Plan and The Aboriginal and Torres Strait Islander Policy are mandatory documents currently being implemented at MHPS. We continue to provide high expectations of all students, including Aboriginal students.

Cultural activities were scheduled at different times in the year, including NAIDOC Day, a school–wide celebration of Aboriginal culture. On this day our students participated in a range of learning experiences focusing on and raising the profile of Aboriginal culture.

Our Year 6 students participated in a competition to write our own Acknowledgement of Country that was relevant to our school context and setting. Three students were chosen and each contributed one paragraph to the Acknowledgement which they read at formal assemblies including our Presentation Day Assembly.

Multicultural and anti–racism education

The school policy, "Cultural Diversity and Community Relations", guides staff in decisions about school activities. Each year the school plans programs and activities that foster cultural and religious tolerance and acceptance, including student and staff participation in special events such as Harmony Day.

Mount Hutton has an Anti–Racism Contact Officer (ARCO) who is trained to address issues in this important area. Pleasingly, throughout 2016, the ARCO received no complaints about racist language or behaviour from students or community members.