

Mount Hutton Public School Annual Report



2017



3939

Introduction

The Annual Report for **2017** 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.

Kirstie Yeo

Principal

School contact details

Mount Hutton Public School

12 Dunkley Pde

Mount Hutton, 2290

www.mthutton-p.schools.nsw.edu.au

mthutton-p.school@det.nsw.edu.au

4948 8085

Message from the Principal

It gives me great pleasure to include this message at the end of what has been a tremendous year for Mount Hutton Public School. I feel so honoured and blessed to have joined the wonderful team here. Not a day goes by where I am not thankful for the opportunity to work for, and contribute to, such a great school. And it's testimony to our families, our staff and our students.

From the moment I started here in Term 2, parents and carers have welcomed me – sharing their stories, their concerns and more importantly, their great ideas for how we can make this school an even better place for our children. I must say a tremendous thank you to parents and carers for embracing our refreshed newsletters, our Skoolbag app, surveys, planning sessions and Facebook – your support of our efforts to communicate better with you are greatly appreciated.

I want to acknowledge what I feel is a major and significant achievement for our school. And it's one that would not have been possible without the efforts of our magnificent staff. We underwent External Validation this year against the School Excellence Framework. I would like to congratulate our staff and our school, and say thank you, what a tremendous effort we made together in regard to External Validation and the comprehensive submission we compiled as part of this process. The feedback our school received from the Validation team was overwhelmingly positive. They absolutely loved walking around our school. They commented numerous times on the 'feel' and the 'tone' of our school. They made so many wonderful comments about the work teachers were doing to improve student learning outcomes.

And that brings me to our students. I had goose bumps on my arms on one particular day when I watched and reflected on the achievements of our students. We were all in the hall, sitting ready for our aspiring Year 5 leaders to present their speeches. There was a slight delay in our proceedings, but something amazing happened. Our students, sat, waited, ever so patiently. They didn't say a word. For what seemed like ages. It was in that moment that we were collectively "Safe, Respectful Learners". Just when I think I've worked our students out, they go and raise the bar and achieve greater heights.

And finally to the purpose this Annual Report. In the busy-ness of our daily work and lives, it can become easy to overlook the importance of sharing our achievements. And sometimes it is even easier to define success by how much we complete or accumulate. Often it can feel as if we are caught in a cycle of rushing from one achievement to another. We must value our successes and take the time to acknowledge them. This Annual Report gives us the opportunity to take note of what we have achieved and to reflect on the year that has been, and to embrace the excitement of what lies ahead.

Message from the school community

2017 P&C President's Report – Paula Greentree

The P&C in 2017 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 a small but dedicated group of working mums 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 & Stall, Father's Day BBQ, Easter Raffle, Trivia Night and many open day BBQ's. 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 are greatly appreciated.

These events do not happen by themselves. They come about through team work and a whole lot of respect and friendship that has been cultivated within the Committee. The most important 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 all families to become involved at whatever level you are able to, either through monthly meetings 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. Thank you once again to the outstanding effort of the 2017 Committee. Every year we try to find a special project that we can contribute the hard earned fundraising dollars to and it is with great pride and excitement I announce we have committed just over \$5,000 towards the purchase of a new interactive board for the school. This year saw the closure of the P&C Facebook page at the request of the school so they could manage just the one school page. Many thanks to Megan and Kasey for their hard work maintaining and promoting the P&C page during its lifespan.

My thanks goes to Term 1 relieving Principal Julie Lowe as well as new Principal Kirstie Yeo and MHPS staff for your guidance and support. To the students and families of the school, thanks again for your continued support and enthusiasm. Many thanks to Joy Lord and the SASS staff for your continued assistance. To our departing Year 6 families, we say goodbye and goodluck with all your future endeavours, remember us fondly as we will remember you. 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 has been 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.

After 14 years of P&C I say farewell to the school. I have thoroughly enjoyed my time on the P&C in many roles and walk away knowing that the Mount Hutton P&C has contributed greatly to the school and am proud of the amazing work we have done. I would like to wish the incoming committee all the best with their future endeavours and hope that you take the same amount of pride out of your experience as I have. I must thank each and every person I have had the pleasure of working beside and acknowledge their hard work and commitment to the school over many years.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicates that in the School Excellence framework domain of Learning we are at Delivering in most domains. The school has a planned approach to support the cognitive, emotional, social, physical and holistic wellbeing of all students. There is demonstrated commitment within the school to strengthen and deliver on school learning priorities with focus on enhanced, differentiated curriculum delivery. Our primary focus has been Learning Culture and Curriculum and Learning where we have undertaken significant professional learning and implemented best practices in a range of literacy and numeracy initiatives, such as L3, Focus on Reading, Critical and Creative Thinking Skills, Seven Steps to Writing Success and explicit exploration of teacher pedagogy in numeracy through a lesson studies approach within our community of schools (K–6). The Early Action for Success initiative has enabled the delivery of well developed and current policies and programs and processes to identify, address and monitor student learning needs (K–2). Curriculum provisions are enhanced by learning alliances across our Waiyarang Community of Schools including network days, ongoing professional learning and lesson studies. Our implementation of PBL as a framework in ensuring consistent expectations and classroom management skills has allowed us to deliver on school learning priorities which are aligned to the school's strategic direction priorities. Our future directions will focus on improving Assessing and Reporting and Student Performance Measures. In order to enhance student performance measures we will embed the tracking of student achievement including value added results utilising standardised methods of assessment and the development of individualised learning paths. Targeted intervention and LaST support will focus on explicit identification of students at risk and increasing the percentage of students reaching greater than or expected growth in internal and external performance measures. Strategic planning will ensure that student reports contain detailed information about student learning achievement and areas for growth, which provide the basis for discussion with parents. The student use of self-assessment as a reflection on learning and motivation for self monitoring, will be implemented K–6. Continual monitoring of student growth for all students, including ATSI students, will occur to ensure comparable performance for those students within the school to that of the state, in external performance measures.

In the School Excellence Framework domain of Teaching we are Delivering in the majority of areas with a focus on Effective Classroom Practice and Collaborative Practice. Priority is given to evidence based teaching strategies which have included L3, TEN, Focus on Reading, Mathematics Building Blocks, Seven Steps to Writing Success, Creative and Critical Thinking Tools and the effective use of technology. Within the community of schools there are systems for

collaboration and feedback to sustain quality teaching practice including lesson studies and evidence based professional learning. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes using a range of data. Professional Learning within the school is driven by the analysis of student data; teacher identified professional goals and whole school strategic directions. The school is moving towards a process of providing formal mentoring and coaching support to improve teaching and leadership practice within stage groups and across the school. Future direction will focus on ensuring that explicit evidence based teaching and learning strategies are implemented K-6, with a comprehensive assessment and data collection process to measure and validate student progress. Continued Collaborative Practice will be embedded into school priorities with emphasis on collaborative planning, consistent teacher judgement and differentiated teaching and learning strategies within stage teams. In line with the Proficient Teacher Accreditation process due to commence for all teachers in 2018, the school will commit to supporting staff in their ongoing development as members of the teaching profession and ensure teachers embrace personal responsibility for maintaining and developing their professional standards to enhance their teaching practice.

In the School Excellence Framework domain of Leading we are at the Delivering stage, however there are areas where as a school we are sustaining and growing. Our evidence highlights the fact that we solicit and address feedback from the wider school community on school performance and other issues such as communication. The school has refined its practices and processes in response to solicited community feedback and it has been received by the whole school community in an overwhelmingly positive manner. The school is committed to the development of leadership skills in staff and students in a range of domains . This strategy promotes succession planning, distributed leadership and organisational best practice. Strong links exist within the community of schools with the current focus being pedagogical based. Our school actively seeks opportunities for parents and community members to be involved in a variety of school activities and events. The school is continually refining its administrative practices to best meet the needs of students, staff and the wider community. Future directions will focus on the inclusion of all staff in the understanding and ownership of the development of the vision, values and purpose for the school in the next three year plan. While systematic annual staff performance and development reviews are conducted, this is an area for further improvement to ensure alignment with school strategic directions and the Professional Standards for Teachers. In order to move to Sustaining and Growing in School Resources, the school will need to investigate and invest in technological resources to support the improvement of student outcomes. Stabilised administrative practices will enhance current school support operations and contribute to ensuring parental engagement is strengthened.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

A variety of innovative teaching and learning practices have evolved over the past three years. All staff have engaged in professional learning to improve teaching and learning practices. Staff have engaged in critical thinking strategies, Literacy and Numeracy Programs including Targeting Early Numeracy, Focus on Reading, Taking Off With Numeracy, Seven Steps to Writing Success and Language, Literacy and Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Grade appropriate cluster benchmark as per the Literacy continuum.	IL allocation of 0.6 FTE, LaST allocation of 0.4 FTE, additional teacher small group support.	In K–2 an average of 76% of students achieved their grade appropriate cluster for reading by the end of 2017, with an average of 74% of students reaching or exceeding the literacy benchmark for comprehension. In Years 3–6, an average of 67% of students achieved their grade appropriate cluster for reading by the end of 2017, with 58% of students reaching or exceeding the literacy benchmark for comprehension.
Three year NAPLAN Trend Data growth in averages – Numeracy baseline 52% and Reading baseline 57%.	Instructional Leader establishment from beginning of the 2016 school year. Additional Learning and Support supplementation. Additional SLSO time.	Reading three year baseline has moved from 57% to 58%, with Numeracy not growing positively from 52% to 47%. However, in 2017 11.1% of Year 5 students were in the top two bands in numeracy, with the three year average sitting at 6.9%.
Staff Professional Learning survey using Guskey Thermometer and Tell Them from Me Survey.	–	All staff completed surveys of professional learning where appropriate and other surveys as appropriate via Google Forms. Staff also completed Professional Learning surveys for community of schools initiatives.

Next Steps

Staff will continue to undergo professional learning and implement best practices in numeracy and literacy ensuring sustainability and continuity of programs across the school. Continual focus will be on ensuring teachers analyse data to inform student learning and identify areas for improvement. Within the next three year plan a focus will be on engaging students in learning experiences including the continuation of creative and critical thinking skills and the use of technology to enhance student learning outcomes.

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

Positive Behaviour for Learning is now embedded in the culture and everyday practices of the school. The PBL committee meets on a regular ongoing basis to ensure continuity of the program and its success across the school. Significant progress has been achieved in the monitoring of attendance with the implementation of consistent and ongoing checkpoints, monitored by the Home School Liaison Officer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL data shows 93% of students in tier 3 (Universal)	Release for staff to attend and deliver regional training.	Overall there was a 40% increase in the number of students reaching the top level in PBL of Superstar.
Significant decrease in student wellbeing incidents and increase in student engagement due to implementation of Student Wellbeing Framework Initiatives.	A variety of different awards and celebrations occurred as a result of positive student wellbeing initiatives. Students had the opportunity to visit the canteen, enjoy a movie with popcorn, lunch with the Principal and attend the Superstar day as rewards for increases in student engagement.	Due to more comprehensive monitoring of student incidents and accountability linked to school PBL frameworks, there was an overall increase in the number of wellbeing incidents.
Improved rates of attendance to greater than 93%.	Regular meetings and resources to support accurate and ongoing tracking of attendance data. Meetings with families and Home School Liaison officer to support improved attendance initiatives.	Attendance data has reached 93.1% in 2017.

Next Steps

As a school, we need to compliment our whole school PBL practices with additional intensive individual intervention to support the students identified in the top two tiers of the PBL continuum. The interventions will focus on creating and implementing individualised behaviour support plans that are linked to the whole school universal PBL system. This will encompass and include a variety of social and emotional wellbeing opportunities for both students and staff, as well as comprehensive opportunities for students to participate in sporting opportunities to add another dimensional layer to learning environments.

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

In 2017, significant work occurred with our community of schools. Over the course of the year, teachers in K–2 and Years 3–6 participated in lesson studies, lesson observations and lesson rounds as part of Early Action for Success and as community of schools Numeracy Initiative. Network days were held over the course of the year for teachers from our community of schools to work together to undertake professional learning and engage in rich discussions around best practice in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of Year 3 and Year 5 Aboriginal students at or above minimum Reading and Numeracy NAPLAN standards.	Additional SLSO, additional in class support by classroom teacher, additional LaST time.	In Reading, the state average scaled score was 80.8% with the school achieving 84.7%. In Year 5, 60% of students achieved or exceeded expected growth in reading. No students achieved target growth levels in Year 5 in numeracy. In Year 3, 80% of students achieved at or above National Minimum standards in numeracy, and 40% in reading.
Increase Kindergarten enrolments as evidenced through attendance in the Junior Kookaburras school readiness program.	\$5000 expended to support the Junior Kookaburras program.	School readiness program occurred each week, for 20 weeks, in two hour sessions, supported by the class teacher and a school learning support officer. All students who participated in the Junior Kookaburras program were enrolled to attend Kindergarten at MHPS for 2018.

Next Steps

All schools in our Waiyarang Community of Schools (WCoS) have a dedicated Instructional Leader. Due to some changes in leadership across the WCoS some of the systems and practices require review and modification in order to ensure alignment of priorities across all school contexts. This means identifying shared goals and commonality in planning for the next School Plan and Milestones. The WCoS continue to meet twice a term and a suite of professional learning opportunities are being offered in 2018 to meet the needs of staff identified through surveys throughout 2017.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional SLSO. NAIDOC community events. (RAM equity Aboriginal – \$49,437)	An additional SLSO was employed full time from Aboriginal background loading. YadhMayi Cultural Services visited our school to conduct NAIDOC activities with all students. ATSI AFL Kickstart worked with all Aboriginal students in primary classes.
Low level adjustment for disability	Additional SLSO employed (\$65,351)	All classes received some level of additional support provided by an SLSO to target individual students and small groups of students for intervention and additional learning support.
Quality Teaching, Successful Students (QTSS)	0.14 initial allocation – \$14,220, 0.313 overall end of 2017 allocation – IL to work across all classes K–6	All teachers and classes K–6 were supported by the IL in best practice literacy and numeracy. Teachers were given support with teaching programs, data collection and intervention strategies.
Socio–economic background	(\$204,351) Additional teacher employed 0.8 FTE, additional SLSO staff employed, extra support in office administration via additional SAO hours. Additional teacher release.	Additional teacher supported student wellbeing initiatives and provided in class small group support and instruction in order to improve student learning outcomes. Additional SLSO staff ensured all classes and students had access to additional learning support in the classroom. Additional office hours to support full implementation of LMBR. All teachers were released to attend community of schools network days and lesson observations as part of ongoing professional learning.
Support for beginning teachers	\$21,539 Beginning Teacher Funds	Beginning teacher funding utilised to support teacher professional learning in Language, Literacy and Learning as well as to provide additional time with the Instructional Leader to support data collection, data analysis and assessing and reporting processes.
Speech Therapist (Paraprofessional)	\$17,000 – 0.2 FTE	Speech Therapist employed one day per week to assess students in the early years and work with SLSO staff on delivering tailored, individualised Speech programs to small cohorts of students.
Early Action for Success	0.6 FTE	Instructional Leader employed at the school for three days per week to support teachers and students in classrooms in best practice literacy and numeracy programs.
Funding Support (SLSO)	\$47,890	Support given directly to students and teachers for those students identified as having additional needs.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	68	83	86	92
Girls	81	89	89	78

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	92.1	96	94.9
1	96.9	91.9	91.8	96.6
2	92.8	90.9	94.2	93.6
3	94	91.9	92.6	91.2
4	93.8	94.6	91.6	90.2
5	93.3	90.3	93.3	92.2
6	91.9	94.4	89.4	93.5
All Years	93.7	92.3	92.8	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance data is monitored in 5 weekly cycles. Teachers initially make phone calls to follow up on unexplained absences. Letters are then sent home to students whose attendance is of concern. Families are invited to meetings and offered support if attendance patterns do not improve. The Home School Liaison Officer is utilised to provide support to families where attendance of students is of significant concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.82
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

Whilst the Workforce composition table reflects 0.000 next to School Counsellor, the school does have an allocation of one day per week for a School Counsellor.

One staff member at Mount Hutton Public School identifies as ATSI.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Two teachers in 2017 successfully completed the initial phase of Accreditation and were deemed Proficient.

During the course of 2017, all staff undertook significant professional learning in a multitude of areas. Staff continued their work in Mathematics Building Blocks for Numeracy to support mathematics programs in the classroom. Two staff members continued with Positive Behaviour for Learning professional development in order to ensure consistency and sustainability of PBL

across the school. All staff were exposed to the program Spelling Mastery for instruction in tailored groups and classes across the school. Staff members from the Years 3–6 team attended Seven steps to writing success. All staff K–6 attended regular Network days with our community of schools to shared best practice in literacy, numeracy and growth mindset.

As Mount Hutton Public School underwent external validation in 2017, all staff worked together throughout term 2 and 3 on the processes required for external validation which comprised developing a deeper understanding of the school excellence framework. This then led to further professional learning as we moved on to our 2018 – 2020 planning phase.

Staff completed compliance training in Child Protection, Anaphylaxis, Asthma and Cardiopulmonary Resuscitation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	200,762
Revenue	2,089,737
Appropriation	2,010,880
Sale of Goods and Services	60
Grants and Contributions	77,071
Gain and Loss	0
Other Revenue	0
Investment Income	1,726
Expenses	-2,111,968
Recurrent Expenses	-2,111,968
Employee Related	-1,881,679
Operating Expenses	-230,289
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-22,231
Balance Carried Forward	178,531

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,317,967
Base Per Capita	27,533
Base Location	0
Other Base	1,290,434
Equity Total	319,139
Equity Aboriginal	49,437
Equity Socio economic	204,351
Equity Language	0
Equity Disability	65,351
Targeted Total	290,753
Other Total	111,049
Grand Total	2,038,908

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	4.4	13.0	8.7	26.1	26.1	21.7
School avg 2015-2017	5.6	19.0	16.3	32.0	17.6	9.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	17.4	26.1	26.1	13.0	17.4
School avg 2015-2017	2.9	17.2	31.4	19.7	17.5	11.3

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.4	13.0	26.1	34.8	8.7	13.0
School avg 2015-2017	8.5	24.8	19.8	25.0	15.4	6.6

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	4.4	0.0	26.1	26.1	43.5	0.0
School avg 2015-2017	1.5	6.7	30.7	35.2	25.0	1.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	11.1	44.4	3.7	22.2	14.8	3.7
School avg 2015-2017	19.9	19.2	23.4	18.7	16.3	2.5

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	11.1	29.6	18.5	18.5	18.5	3.7
School avg 2015-2017	8.9	28.3	17.7	21.9	16.8	6.4

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	25.9	22.2	11.1	25.9	7.4	7.4
School avg 2015-2017	20.2	15.8	21.2	27.1	12.1	3.7

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	18.5	18.5	40.7	14.8	3.7	3.7
School avg 2015-2017	12.6	15.8	40.9	18.7	9.6	2.5

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	30.4	34.8	13.0	13.0
School avg 2015-2017	4.5	23.3	32.5	24.1	9.4	6.2

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	3.7	33.3	33.3	18.5	11.1	0.0
School avg 2015-2017	10.3	26.3	29.5	26.9	5.7	1.2

In 2015, the percentage of students in the top two bands in Reading, in Year 3 and Year 5 respectively was 20% and 18% – in 2017 this increased to 30% and 22%, meeting the Premier's targets for Year 3. In 2015, the percentage of students in the top two bands in Numeracy, in Year 3 and Year 5 respectively was 17% and 6% – in 2017 this increased to 26% and 11%, again meeting the Premier's targets for Year 3.

Due to the small number of ATSI students sitting NAPLAN in Year 3 and Year 5 in 2017, the results are not statistically relevant or reliable. Of the small cohort who participated in Year 3 and Year 5, 40% in each year level achieved one of the top two bands in Reading.

Parent/caregiver, student, teacher satisfaction

Parents and carers were given four opportunities over the course of 2017 to provide valuable feedback to our school in regards to their satisfaction. Two opportunities were survey based, and two opportunities were face-to-face forums. Out of the two surveys conducted we had 60 responses. Parents and carers were overwhelmingly positive about the improvements made to communication strategies via the school newsletter, website, Skoolbag app and Facebook. Overall, families valued Mount Hutton Public School as a small school that fosters a lovely sense of community. Families stated that they felt the smaller school enabled teachers to really respond to the needs of their children. Families expressed their desire for our school to continue to keep growing by developing more opportunities for participation outside of the standard classroom curriculum. Families noted that they would like to see changes in the P&C, canteen operations and sporting opportunities.

Students in Years 4–6 were given the opportunity to provide feedback with 63 students responding. Students were very positive about learning activities and made particular mention of looking forward to writing, reading, mathematics, art and sport each day at school. Students were quite optimistic in what they

would like their school to offer in the future – and whilst horseriding and archery will definitely not be on the menu, there was an overwhelming majority of students wanting more sporting options with netball being particularly notable.

Teachers were very clear and succinct in regards to their goals, core purpose and what they value about our school. Staff recognised that their core purpose was students, following by learning and a creative education to meet the demands of society. Teachers expressed their main goals as Numeracy, Literacy and giving students the opportunity to achieve their personal best. Teachers stated that they valued respect and staff at school. All teachers recognised as part of the External Validation process that we needed to streamline our focus areas to bring about maximised student learning outcomes.



Policy requirements

Aboriginal education

All staff at Mount Hutton Public School are committed to Aboriginal education and addressing the disparity gap.

Cultural activities were provided throughout the course of the year for all students in Aboriginal education. YadhamaMayi Cultural Services were utilised in 2017 to provide all students with access to cultural significant activities as part of our NAIDOC school celebration. Our indigenous students were also given the opportunity to participate in the ATSI AFL Kickstart program offered to primary schools in 2017.

The Indigenous Kickstart Program aimed to engage young people from culturally diverse backgrounds to broaden both the participating and supporter base in Australian football. The program was aimed at indigenous students. The students learned the skills involved in AFL as well as played modified games while having fun and being active in a safe environment.



Multicultural and anti-racism education

In 2017 our school based Anti-Racism Contact Officer (ARCO) undertook updated training and professional learning in order to ensure our school remains committed to cultural diversity and positive community relations. Our ARCO conducted professional learning with all staff in 2017.

Every year our school plans programs and opportunities to promote and foster cultural and religious tolerance and acceptance, including but not limited to special events and days such as Harmony Day. Multicultural perspectives are embedded in our curriculum across all key learning areas.