

Huntingdon Public School

Annual Report



2018



2190

Introduction

The Annual Report for **2018** 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.

Peta Harris

Principal

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Message from the Principal

2018 has been another very positive and productive year. The collaborative development of our School Vision, that involved staff, students and the community has contributed to a school where everyone is heading towards the same goals and vision. We are supporting all students to achieve their personal best in a positive, caring and collaborative learning environment. Students and staff are challenging themselves to improve every day, resulting in a community of highly engaged, life-long learners, who are inspired and challenged to achieve to their maximum potential.

This year, our little school achieved a large milestone. In 2018, Huntingdon Public School celebrated 150 Years of Public Education. A small, rural school, Huntingdon Public School is an educational community that holds a large, rich history of providing outstanding education for hundreds of children throughout the years. This little school also boasts amazing support and generosity from our parent and wider community to provide teaching and learning opportunities for our students that are current, engaging and help to shape their futures. This year, our P&C were able to support us in developing our "Tech Centre" that is fully equipped with 25 laptops and a large interactive television to support our students in developing their ICT skills. We have a very small but hard working group of parents in the Parents and Citizens Association. The high quality educational opportunities that we are able to offer our students are a direct result of the school and community working together. We are so appreciative of the support our P&C provides and we truly value the strong partnership in learning that we continue to share.

Throughout this year, our students and staff have experienced rich learning opportunities that have extended well beyond normal classroom activities. Outstanding teaching and learning take place in every classroom and our students and staff are striving to achieve their personal best every day. Outstanding learning isn't about achieving the highest grade, it is about every student making progress at their own individual level and being just that little bit better than they were yesterday. We celebrate student achievement daily and are proud of every little step forward.

I would like to thank our team of dedicated and passionate staff. Highly successful schools are cultivated from team work and we have a team of teaching, administration and support staff that are committed to supporting the needs of all students to ensure that they have every opportunity to learn and succeed.

As we embark on the next 150 years of education at our school, it is important that we honour the past whilst we design the future. Our school is the outstanding school that it is because of its history and it will continue to go from strength to strength as we work together as a learning community to design the future.

The Huntingdon Public School 2018 Annual Report is the result of ongoing assessment and evaluation completed throughout 2018. This report has been developed in consultation with staff, students, families and community representatives ensuring that the information is an accurate account of the school's achievements throughout the year.

Peta Harris

Principal

School background

School vision statement

Our vision statement is:— Our shared commitment to learning at Huntingdon Public School is to support all students to achieve their personal best in a positive, caring and collaborative learning environment. High quality teaching practices, innovation and creativity develop highly engaged life-long learners, who are inspired and challenged to achieve to their maximum potential.

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.

In 2017, Huntingdon Public School has an enrolment of 57 students, comprising of 19 girls and 38 boys. There are 7 students who identify as being of Aboriginal and Torres Strait Islander descent.

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.

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 to achieve their personal best. We support all students in becoming confident and successful learners at their individual levels and celebrate their progress and achievement of individual learning goals together.

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 indicated that in the School Excellence Framework domain of Learning:

Learning Culture: At Huntingdon Public School, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The collaborative development of the school vision, the school plan and the milestone process demonstrates a commitment within the school that all students make learning progress. We have developed positive partnerships with parents and students that support clear improvement aims and planning for learning. We have worked with the community to introduce a comprehensive Kindergarten Transition program that allows us to collect and analyse information to inform and support students' successful transitions and collaborate with parents. Our attendance procedures allow us to regularly analyse attendance data and it is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. In this domain, we have evidence of practice that shows we are **sustaining and growing** when measured against the framework.

Wellbeing: Through review and refinement of our Wellbeing Processes, the implementation of Positive Behaviour for Learning, staff professional learning, the development of monitoring systems to support data collection and analysis and development of a Learning Support Implementation Guide, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Through this approach, the wellbeing of students is explicitly supported by identified staff and students, staff and the community recognise that wellbeing and engagement are important conditions for learning. We are embedding well-

developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual learning needs. Our wellbeing approach focuses on creating an effective environment for learning and teachers and other staff explicitly communicate expectations of behaviour across school settings. In this domain, our evidence shows that we are **sustaining and growing** when measured against the framework.

Curriculum: Through the development of a learning hub with Comboyne Public School, and expanding that learning hub to include Wauchope High School we are developing an integrated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the needs of all students. There have been significant changes in programming, teaching practice and assessment in the last 12 months and we have seen a transition from whole class learning to individualised learning goals for all students K–6 and curriculum provision and evidence-based teaching practices that provide a high expectations framework, within which students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet the changing requirements of students through collecting and analysing classroom assessment data and work samples, student feedback in reflection journals and surveys, parent feedback through surveys and focus groups and collaboratively reflecting on current practices within the school. Through our ongoing professional learning in the literacy and numeracy progressions, teaching and learning programs are moving towards describing expected student progressions in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. In this domain, we have evidence of practice that demonstrates we are **sustaining and growing** when measured against the framework.

Assessment: Assessment is an area that we have identified in our next steps that requires further development and professional learning to embed school-wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum. We have focused on formative assessment being integrated into teaching practice in every classroom, confirming that students learn what is taught and embedding this in teaching practice. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Teachers are beginning to routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. In this domain, we have evidence of practice that shows we are **delivering** when measured against the framework.

Reporting: This year, we have extended our reporting measures to include parent/teacher/student interviews in Terms 1 and 3 and written reports in Term 2 and 4. This has supported us in developing reporting to parents that is clear, timely and accurate and provides information that supports further progress and achievement for all student learning across the curriculum. Our processes include analysing internal and external assessment data to monitor and report on student and school performance, individual student reports that meet DoE requirements and providing carers/parents with information on the learning progress of their children through reports and interviews. In this domain, our evidence demonstrates that we are **delivering** when measure against the framework.

Student Performance Measures: Our K–3 value add scores show that the school achieves excellent value added results, significantly above the value added by the average school, and our 3–5 and 5–7 scores show that the school's value add is not significantly lower than the value added by the average school. In 2017, we had not met the target of at least 90% of students achieving at or above national minimum standards in NAPLAN reading and writing, however, we did achieve this target in numeracy. Through the implementation of individualised learning goals and the literacy and numeracy progressions, the school identifies growth targets for individual students, using internal progress and achievement data. In this domain, our evidence demonstrates that we are **delivering** when measured against the framework.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice: At Huntingdon Public School, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Classroom programs demonstrate that teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Collaborative planning days and staff professional learning afternoons provide structured opportunities for staff to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence-based programs and lessons which meet the needs of all students. Explicit teaching is the main practice used in the school and individual conferencing and learning goals ensure that teachers respond promptly to student work and check that students understand the feedback received and the expectations for how to improve. Positive Behaviour for Learning systems support teachers to maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning. Based on the evidence of practice in our school, we are **delivering** in this domain when measured against the framework.

Data Skills and Use: Through professional learning on the Literacy and Numeracy progressions, teachers are accessing and engaging in professional learning that builds skills in the analysis, interpretation and use of student

progress and achievement data. The leadership team is using data collected through Positive Behaviour for Learning systems, classroom student progress and achievement data, parent/student/staff surveys and external assessment data to inform key decision such as resourcing and implementation of new programs or initiatives. Our evidence in this domain demonstrates that we are **delivering** when measure against the framework.

Professional Standards: We have worked to embed the Performance and Development Framework to support all staff to demonstrate personal responsibility for maintaining and developing their professional standards. All staff used the interactive AITSL website to use the professional standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. All staff have developed PDPs that align with the professional standards and attainment of their professional goals and maintenance of their accreditation are supported by the school. The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. Our evidence of practice demonstrates that we are **delivering** when measured against the framework.

Learning and Development: The development of a learning hub with Comboyne Public School has enhanced whole school and inter-school relationships to provide mentoring and coaching support to ensure ongoing development and improvement of all teachers. Our whole school staff meetings and professional learning afternoons are used to review the curriculum and revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Professional learning is aligned to the school plan, the needs of students and the achievement of professional goals. In this domain, our evidence of practice shows that we are **delivering** when measured against the framework.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Educational Leadership: Strategic planning and use of school resources has supported the principal in taking the role of primary instructional leader within the school. The principal models instructional leadership and supports a culture of high expectations and community engagement, working towards sustained and measureable school improvement. Development of more comprehensive programming and supervision processes in the school ensures the implementation of syllabuses and associated assessment and reporting processes meet NESA and DoE requirements, forming a sound basis for student learning. Through mentoring, coaching and collaboration, the leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Our community engagement evidence demonstrates the journey we have experienced in increasing the engagement of our community and how the school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader community. In this domain, our evidence of practice shows that we are **delivering**.

School Planning and Reporting: Our school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The school team engages in a comprehensive process of planning, implementation, monitoring and self-assessment through staff meetings, P&C meetings, focus groups, parent/student/teacher surveys and school data. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Our evidence shows that staff, students, parents and the broader community are welcomed and engaged in the development of the vision, values and priorities of the school. All staff are responsible for and contribute to achieving the school's strategic directions and meeting their improvement measures. Our evidence of practice shows that we are **sustaining and growing** when measured against the framework.

School Resources: The strategic use of school resources to achieve improved student outcomes and high quality service delivery has been a large focus in 2018. Our staffing has been organised and managed to ensure an effective learning environment and support the achievement of the school's strategic priorities through releasing the principal to work as an instructional leader in classrooms through team teaching, mentoring, coaching and observations and feedback. The school's physical resources are well maintained and provide a safe learning environment for learning. The strength in our partnership with the P&C supported us to make a video submission to win a \$10 000 technology grant so that technology is accessible to staff and students. The priorities in the school plan drive financial decisions. Evidence of practice presented in this domain demonstrates that we are **delivering** when measured against the framework.

Management Practices and Processes: The school leadership team has worked in collaboration with the staff to develop school wide administrative practices and systems that effectively support school operations and teaching. All school staff have been involved in the development of these systems and are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic. School surveys and meeting minutes demonstrate that the leadership team analyse responses to school community satisfaction measures. In this domain, evidence of practice demonstrates that we are **delivering** when measured against the framework.

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

School Wide Culture of Learning

Purpose

To ensure students become responsible, engaged learners supported by school wide systems and strong positive parent partnerships in learning, supporting the wellbeing of all students so that they can connect, succeed, thrive and learn.

Overall summary of progress

In order to ensure that students become responsible and engaged learners supported by school wide systems and positive parent partnerships, we have focused on two process. The first process is the development of a school wide wellbeing framework that encompasses the implementation of Positive Behaviour for Learning and comprehensive learning support systems. Our school now has an implementation guide for Student Discipline in Government Schools that aligns with Departmental Policy, as well as the Wellbeing Framework and it is known and consistently implemented by all staff. Staff, students and parents know their responsibilities and our procedures are proactive and support the development of a positive classroom environment where students are able to connect, succeed and thrive. Our learning support has transitioned from a model of withdrawal to a model of support that uses a continuum of support which is flexible and tailored to meet individual learning needs in the classroom setting and one that supports the building of teacher capacity to meet the needs of all learners.

The second process is students, teachers and parents sharing in the responsibility for student learning and understanding how they learn through the use of learning intentions and success criteria, individual learning goals, learning journals, effective feedback and extra curricular opportunities. Through this process, all students K–6 have individualised learning goals that demonstrate challenge, risk taking and aspiration, students are demonstrating reflective habits consistently in their learning journals and differentiated teaching and learning that is informed by student work samples and classroom data to meet the needs of all students is documented and reflected upon in teaching and learning programs.

Through the process of external validation, our evidence sets show that our school is working in the sustaining and growing area for Learning Culture and delivering for Wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School evidence sets can demonstrate growth on the SEF from working towards delivering in 2017 to sustaining and growing in the domains of learning culture and wellbeing through an external assessment or school self assessment	<p>\$5000 for 3 staff trained in PBL Universal Systems (Professional Learning)</p> <p>Low Level Adjustment for Disability to increase LaST time \$4694</p> <p>\$4676 of RAM Equity Socio Economic to increase LaST time in classrooms to assist CRTs in implementing learning intentions and success criteria in classroom writing sessions</p>	<ul style="list-style-type: none">• Developed a structure where learning support is delivered through a mentor/team teaching and coaching model with the Learning and Support Teacher working in classrooms with teachers and students in an instructional leader capacity• Strengthened the partnership and lines of communication with parents in learning• Developed and are consistently implementing and evaluating Learning and Support Implementation Guide and PBL Implementation Guide• Explicitly teaching expected behaviours across school settings• Have systems in place to analyse data to inform areas of need and implement further support as needed• All students K–6 have individualised learning goals• Teaching and learning programs demonstrate differentiation of learning for all students• All students K–6 are setting and reflecting on individual learning goals. 100% of students are making progress at their level in all curriculum areas.

Next Steps

- Strengthen the transition programs between Year 6 to Year 7. We are currently working with Comboyne Public School and Wauchope High School to develop a more comprehensive transition program to ensure that the strong collaboration between parents, students and the community that inform and support continuity of learning for all students continues into the high school years.
- Continue to embed PBL universal systems throughout the school. Our values are now being explicitly taught and our students are working to develop visual behaviour matrices to display in each setting across the school.
- Continue to develop the mindset of staff around analysing behaviour data to inform teaching practice and implementation of support interventions.
- Continue to develop strong partnerships with parents so that there is a school wide, collective responsibility for student learning success, which is shared by parents and students.
- Build teacher capacity to ensure planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Continue to build teacher capacity to embed an integrated approach to quality teaching, curriculum planning and delivery through the learning hub with Comboyne Public School. Staff have identified a desire to work across school settings, team teaching in different school settings to share best practice in curriculum provision.
- Continue to develop our knowledge, understanding and skill in using the Literacy and Numeracy progressions to inform teaching and differentiate learning activities for all students.
- Investigate ways to engage parents in richer partnerships in their child's learning and having a more comprehensive role in formulating and monitoring progress in learning goals
- Formalise a whole school assessment strategy to ensure that the learning of all students is systematically monitored
- Continue to build the capacity of all staff to use data and assessment to not only reflect on the learning of students, but also to reflect on the effectiveness of teaching practice to implement changes to teaching and learning programs and strategies.



Strategic Direction 2

High Quality Evidence Based Teaching

Purpose

We are driven to ensure that student learning is underpinned by high quality teaching. Supporting all students to achieve their personal best, individually and collaboratively, requires teachers to evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Overall summary of progress

To ensure that all student learning is underpinned by high quality teaching, we have been working through two processes. The first process involved the development of explicit systems for feedback within the school and across schools. Implementation of clear and strategic professional learning practices that are aligned with the school plan ensures that high quality, explicit teaching is evident in all classrooms and student learning outcomes are evaluated. The second process is the development of a whole school approach towards the implementation of evidence based teaching methods, incorporating the use of learning progressions to review learning with students, programming of accommodations and adjustments and differentiated teaching programs that include individual student achievement and progress data, curriculum requirements and student feedback.

To measure the impact of our high quality, evidence based teaching, we set a target to increase the average percentage of students achieving in the top 2 NAPLAN bands for Year 5 reading from 16% in 2017 to 24% by 2020. This year, we had 71.4% of Year 5 students achieving in the top 2 bands for NAPLAN reading. We also worked towards all teaching staff in Standards 1, 2 and 3 of the Australian Professional Standards for Teachers using classroom programs and assessment data as evidence for maintenance at the proficient level. Significant changes were made in the way classroom teachers program content and document the accommodations and adjustments made for all students to meet all student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the average percentage of students achieving in the top 2 bands for Year 5 NAPLAN Reading from 16% (2015–2017) to 24% (2018–2020)</p> <p>All teaching staff in Standards 1, 2 and 3 of the Australian Professional Standards for Teachers can use classroom programs and assessment data as evidence for maintenance at the proficient level</p>	<p>\$2016 Literacy and Numeracy Funds</p> <p>\$9995 QTSS Release Funds</p>	<ul style="list-style-type: none">• External Validation provided us with a clear understanding of the School Excellence Framework and future steps towards ongoing school improvement. It has been a collegial and collaborative process of self assessment that has been the responsibility of all members of staff, teaching and non-teaching.• There is rich engagement in the Performance and Development Framework from all staff, using the School Excellence Framework and the Australian Teaching Standards, along with coaching, mentoring and classroom observations to analyse areas for ongoing professional development.• Every teacher is engaging in on-going professional learning delivered through fortnightly professional development sessions and in-class support from school funded instructional leader to support teachers to use data and work samples to reflect on teaching effectiveness for ongoing school improvement.• Development of a professional learning hub with Comboyne Public School to enhance inter-school collaboration and consistent understanding of student assessment and data concepts.

Next Steps

- Embed a more comprehensive evaluation process in our milestones, using a similar process to the one we used for External Validation
- Continue to develop staff understanding of the School Excellence Framework to drive school improvement
- Continue to develop staff skills in using data, interpreting data and evaluating data to not only inform teaching but also as a tool for self–assessment
- Develop school wide systems, such as a whole school assessment strategy so that there is consistent collection of meaningful data that is used in a purposeful way and informs our future school improvement plan
- Continue to develop a collaborative and comprehensive Professional Development Framework process to ensure the ongoing reflection and improvement of teaching practices
- Develop a more comprehensive Performance and Development Framework process for non–teaching staff



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7655	Our Aboriginal Background loading was used to employ teacher time to support Aboriginal students in achieving their learning goals as outlined in their PLPs. The PLP process is a comprehensive support system where student goals are reflected upon, support provided where needed and effective feedback was given so that students could achieve their personal best. This was facilitated through an extra 90 minutes teacher release each week for classroom teachers to conference with Aboriginal students and mentor them, as well as to connect with parents to greater involve them in the educational journey of their students. 100% of our Aboriginal students exceeded the learning goals that they set for themselves in their PLPs and all of our students are achieving at a rate that is comparable to their peers.
Low level adjustment for disability	\$10411 = 0.1 Learning and Support Teacher Staffing Allocation \$4694 – Increase Learning and Support Teacher Allocation	Through reviewing learning support structures within the school, we developed a whole school approach to learning support to meet the needs of all learners through dynamic and flexible processes. This funding allowed us to increase the amount of Learning and Support Teacher time spent in classrooms, team teaching, conducting observations and case managing individual cases. Our learning support has transitioned from a model of withdrawal to a model of support that uses a continuum of support which is flexible and tailored to meet individual learning needs in the classroom setting and one that supports the building of teacher capacity to meet the needs of all learners.
Quality Teaching, Successful Students (QTSS)	\$9995	Through the Performance and Development Framework, staff have collaboratively developed PDPs that are rich, meaningful and drive improvement in teaching practice. QTSS funding has supported reflective practice and the ongoing development of high quality teaching practices through providing release for coaching conversations, classroom observations with feedback sessions and time for professional goal setting, collaborative analysis of student work samples and planning for future teaching and formal program supervision.
Socio-economic background	\$23152	These equity funds have largely been used to support the teaching principal to act in an instructional leader role across the school to build the capacity of all teaching staff to engage in evidence based teaching practice and use data to inform future teaching. Through the use of learning progressions, data has shown an improvement in the literacy and numeracy outcomes for all students K-6. A portion of the equity funds has been used to support the upgrade of access to technology for all of our students. We now

Socio-economic background	\$23152	<p>have a fully functioning technology centre which is capable of holding whole classes of students and a minimum of 10 devices within each classroom to support learning and effectively use technology to enhance learning outcomes for all students.</p> <p>Students from low socio-economic families received additional financial support to ensure equity in educational opportunity. This resulted in higher levels of engagement and attendance in school activities.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	32	31	35	35
Girls	22	24	20	17

Our enrolments for 2018 allowed us to form 3 classes. We had a Kindergarten and Year 1 class with 15 students, a Year 2/3 class with 16 students and a Year 4/5/6 class with 21 students. 17% of our students identify as being Aboriginal.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	91.7	96.1	89.5
1	91.2	95.6	95	92.6
2	92.2	94	97.1	91.1
3	90.9	94.9	93.8	93
4	97.3	94.7	94.8	88.8
5	91.2	94.1	90.6	89.3
6	91.1	90.9	96.7	88.2
All Years	92.9	93.9	94.9	90.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

With the introduction of online role marking in 2018, our school review the current procedures for monitoring non-attendance and refining a whole school approach to promoting and supporting positive attendance through:

- Encouraging and promoting regular attendance at school and informing parents of attendance

- expectations through the school newsletter
- Monitoring the daily marking of class rolls through EBS to maintain accuracy in marking absence, partial absences and notification of the reasons for absences
- Monitoring whole school attendance data at weekly staff meetings and teachers making phone calls to parents if student attendance rates fall below 85%
- Providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance
- Comprehensive implementation of attendance checklist/information sheet noting follow up on attendance concerns
- The development of attendance support plans that are reviewed every 5 weeks, adjusted as required and clear communication with all
- Introduction of an attendance award each term for the student with the highest attendance rate and celebrating the 95% club
- Introduction of the "Outstanding Attendance Award" at our major end of year award ceremony for the student in the school has has the highest attendance rate for the year<Use this text box to:

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

At Huntingdon Public School, we do not have any staff members who identify as being Aboriginal.

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

All staff at Huntingdon Public School have developed and engaged with a Performance and Development Plan, identifying professional learning targets and building their teaching capabilities in line with the Australian Professional Standards for Teachers. Performance and Development Plans assist staff to work towards and achieve personal learning goals, record evidence of professional learning and provide a structure for the reflection of their performance.

In total, expenditure on professional learning for 2018 was \$8445. Along with the mandatory training required of staff, our staff participated in a range of professional learning opportunities that aligned with the school plan including:

- Fortnightly professional learning sessions during staff meetings focusing on syllabus implementation, literacy and numeracy progressions, quality teaching, career development, wellbeing and equity and the effective use of technology to support student learning
- Introduction to the literacy and numeracy progressions and using PLAN 2
- Collaborative Planning Days focusing on consistency of teacher judgement and planning for future teaching
- Self assessment using the School Excellence Framework in preparation for External Validation
- In class support from Instructional Leader to build teacher capacity in differentiating the curriculum in literacy and teaching at point of need
- Peer classroom observations and feedback sessions
- Best Start 2018 training
- John Hattie and Douglas Fisher Assessment Capable Learners

This year, our newly appoint School Administration Manager was new to the role. To support her professional development and confidence in her new role she participated in:

- Business Manager Development Conference to build the capacity of School Administration Managers in the new SAP and HR systems
- Excellence in School Administration for School Administrations Managers and those aspiring to the role

Our staff development days involved:

- Mandatory training such as Code of Conduct, CPR and Anaphylaxis and Child Protection
- Learning hub with Comboyne Public School sharing their knowledge of the literacy and numeracy progressions and developing consistency of teacher judgement through the analysis of work samples
- Self Assessment and preparation for external validation

Our staff agreed to stage our final two staff development days in Term 2 and 3 through 4 different 3 hour sessions after school to ensure that our external validation process was a whole school responsibility

and informed our direction for future school improvement.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	79,776
Revenue	753,865
Appropriation	707,608
Sale of Goods and Services	1,096
Grants and Contributions	44,244
Gain and Loss	0
Other Revenue	0
Investment Income	917
Expenses	-727,694
Recurrent Expenses	-727,694
Employee Related	-640,191
Operating Expenses	-87,502
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	26,172
Balance Carried Forward	105,948

The school has a finance committee which consists of the Principal and School Administration Manager. The committee meets once a week to ensure that the spending aligns with the school plan and to monitor the strategic use of school resources. The Annual Financial Statement is tabled at the P & C Annual General Meeting.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	612,084
Base Per Capita	10,635
Base Location	1,809
Other Base	599,639
Equity Total	45,912
Equity Aboriginal	7,655
Equity Socio economic	23,152
Equity Language	0
Equity Disability	15,105
Targeted Total	24,071
Other Total	10,002
Grand Total	692,069

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the limited number of students at Huntingdon Public School we do not have access to Literacy graphs for accuracy and privacy reasons.

Due to the limited number of students at Huntingdon Public School we do not have access to Numeracy graphs for accuracy and privacy reasons.

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.

In regards to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, we have achieved significant growth. In 2017, 28.13% of our students were achieving in the top 2 NAPLAN bands and our 2018 data shows that we have increased that figure to 54.84%, with all of our Aboriginal students achieving in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school through surveys, informal discussions and feedback and P&C Meetings. A most positive level of satisfaction was received from all cohorts surveyed and their responses are presented below.

- 100% of parents have reported a high level of satisfaction with our customer service and report that the school is a friendly and welcoming place

to be

- 100% of parents believe that the school shows that it values students, its staff, the parents and the community
- 100% of parents believe that the school designs learning activities to address present and future learning needs and that teachers are continually upgrading their skills to meet student learning needs
- 100% of parents believe that the school is inclusive with the students' wellbeing as the school's main concern
- 100% of students believe that their classroom is a positive and interesting place to learn and that there are expectations in place to support students to achieve their personal best
- 100% of staff believe that the school supports ongoing professional learning to improve teacher capacity to meet diverse learning needs

Policy requirements

Aboriginal education

In 2018, 17% of our students identified as being of Aboriginal descent with the majority of the students being in Stage 2 and Stage 3. The school has maintained a high level of engagement of our Aboriginal parents with the education of their students with 100% actively participating in the development and review of Personalised Learning Plans. This year, our Aboriginal Background loading was used to employ teacher time to support Aboriginal students in achieving their learning goals as outlined in their PLPs. The PLP process is a comprehensive support system where student goals are reflected upon, support provided where needed and effective feedback was given so that students could achieve their personal best. This was facilitated through an extra 90 minutes teacher release each week for classroom teachers to conference with Aboriginal students and mentor them, as well as to connect with parents to greater involve them in the educational journey of their students. 100% of our Aboriginal students exceeded the learning goals that they set for themselves in their PLPs and all of our students are achieving at a rate that is comparable to their peers.

The effective implementation of the Aboriginal Education and Training Policy and the Aboriginal Education Training Strategy is evident in teaching and learning activities. Aboriginal perspective have been included by all classes across the Key Learning Areas with a strong focus during Term 2 leading up to NAIDOC Day. The range of resources and support materials to support effective teaching about Aboriginal history was reviewed and evaluated. Where appropriate, new resources were sourced.

In keeping with this year's NAIDOC theme, *Because of Her We Can*, throughout the year, our students have had the opportunity to work with Aunty Rhonda Radley and the Aboriginal Women's group to learn about and celebrate the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation.



Multicultural and anti-racism education

In 2018, all teachers promoted an awareness and appreciation of the diverse multicultural nature of Australian Society through quality teaching and learning programs across all stages. Teachers ensured that they used the quality teaching elements of background knowledge, inclusivity and connectedness to provide meaningful and sensitive learning experiences for their students to embed a deeper understanding of the different cultural beliefs and traditions that enrich our society. Our students' learning experiences have been enriched through the involvement of some of our families teaching us about their cultural background, bringing a greater sense of diversity to our school culture.

During Term 1, Harmony Day was staged to celebrate the multicultural nature of our country and to make students aware of the significance of living together in harmony and belonging. All students were engaged in a number of activities that involved quality teaching and learning experiences about different cultures. The active involvement of students, parents and staff ensured that this day was a great success and an effective strategy in encouraging a greater awareness of and empathy towards our multicultural world.

A new teacher fulfilled the position of Anti-Racism Contact teacher during 2018 and completed the mandatory training. Any matters relating to racist behaviour are recorded and treated in line with departmental policy and the Wellbeing Policy. All teaching and learning related to promoting intercultural understanding is integrated into the anti-bullying and Positive Behaviour for Learning Strategies of the school.