

# Mount Hutton Public School Annual Report



2018



3939

## Introduction

The Annual Report for **2018** 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.

Ms Kirstie Yeo

Principal

### School contact details

Mount Hutton Public School

12 Dunkley Pde

Mount Hutton, 2290

[www.mthutton-p.schools.nsw.edu.au](http://www.mthutton-p.schools.nsw.edu.au)

[mthutton-p.school@det.nsw.edu.au](mailto:mthutton-p.school@det.nsw.edu.au)

4948 8085

## School background

### School vision statement

*At Mount Hutton Public School we are "Safe, Respectful Learners".*

#### **Our Vision:**

*Our school community values respect – respect for an education where students, staff and community aspire to achieve excellence.*

#### **Our Mission:**

*Our mission as a school is to encourage students to be self-motivated through the provision of opportunities to learn and develop independently and collaboratively in a range of educational, social, cultural and sporting endeavours.*

### School context

Mount Hutton Public School is an Early Action for Success school in Eastern Lake Macquarie. Of the school's 162 students in 2018, 20% are indigenous. The Index of Community Socio-Educational Advantage (ICSEA) gives Mount Hutton a value of 921, compared to an average ICSEA value of 1000.

Mount Hutton Public School has a dedicated staff providing holistic education in conjunction with a variety of additional opportunities and activities where students can develop and learn through creative, social, cultural and sporting endeavours.

Positive Behaviour for Learning is embedded in the culture of the school. Mount Hutton Public School has an extremely supportive and active parent and carer body, who work tirelessly to raise additional funds for the school in order to provide further opportunities for all students.

The long term average of student achievement as measured in the National Assessment Program shows that over time student achievement is below the national average. The school works purposefully to improve learning outcomes for its students.

Mount Hutton Public School is committed to the fact that "every student, every teacher, every leader and every school can improve each year."

Mount Hutton Public School is a proud member of the Waiyarat Community of Schools.

## 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. Our self-assessment processes will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

In the area of Learning, the school is sustaining and growing in the areas of learning culture, wellbeing, curriculum, assessment and reporting. The school is delivering in the area of student performance measures.

In the area of Teaching, the school is sustaining and growing in effective classroom practice, data skills and use, professional standards and learning and development.

In the area of Leadership, the school is delivering in educational leadership and sustaining and growing in school planning, implementation and reporting, school resources and management practices and processes.

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

### Engaging Learning

#### Purpose

Students will be motivated to learn within a culture of high expectations. Students will be challenged and have their individual needs addressed so they can connect, succeed, thrive and learn.

#### Overall summary of progress

Significant progress was made in Whole School Assessment and Tracking systems, together with Student Wellbeing Initiatives. Each student in the school has a learning folio that has been developed to demonstrate one year's progress for one year of learning. These folios will be further developed as students progress through their years of schooling. Teachers have collaboratively designed an assessment schedule to ensure consistency and the ability to embed consistency in teacher judgement. In reference to Student Wellbeing Initiatives, all students in the school were able to participate in Rock and Water lessons with two school based trainers, with very positive feedback received from the majority of students and families. The school is continuing its commitment to the ongoing reflection and refinement required as part of Positive Behaviour for Learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student engagement evidenced by a decrease in negative wellbeing notifications.	Classroom teacher 1.0 FTE	As of September 2018, there was a 100% decrease in suspensions, together with a 15.6% decrease in negative welfare notifications. By the end of the year there was an overall decrease in short suspensions of 93%, long suspensions 100% and a 16% decrease in negative wellbeing notifications.
All teachers assess and track student progress in literacy and numeracy to inform learning intentions and success criteria as evidenced through student learning folios.	Executive and Stage team planning days.	All students K–6 have a learning folio developed that was available for families to view and discuss as part of the parent/teacher interview process.

#### Next Steps

Moving into 2019, Whole School Assessment and Tracking systems will be further refined in line with Assessing for Impact, a school based initiative that focuses on Learning Intentions, Success Criteria and Feedback. Stage teachers and leaders will also work together to ensure that consistency in teacher judgement is embedded in assessment and reporting practices. Significant refinements will be made to Student Wellbeing Initiatives in the aspect of more efficiently and systematically tracking Positive Behaviour for Learning data. Whole school reward systems and initiatives will be put in place, together with ensuring refinement of Tier 2 and Tier 3 level systems and practices.

## Strategic Direction 2

### Effective Teaching

#### Purpose

Teachers utilise evidence based and explicit teaching methods, within a whole school collaborative approach to professional learning, to facilitate critical reflection and improved pedagogical practices.

#### Overall summary of progress

Significant improvements were made in all teaching and learning programs. There was evidence of collaborative and best practice evident in class, stage and whole school planning. As a result of further professional learning in best practice in literacy and numeracy, significant achievements were made in expected growth in student performance measures such as NAPLAN. Stage teams across the school aligned where possible themes of learning for students which resulted in a whole school excursion day. Throughout the year students were given access to specialist teachers in athletic skills and orienteering as part of our physical education programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence in all teaching and learning programs of collaborative practice and stage and whole school planning	AP/IL 0.6 FTE to support Years 3–6. IL 0.6 FTE to support K–2. Dedicated timetable for intervention, additional classroom support and lesson observation model.	K–6 Scope & Sequence of teaching and learning refined and further developed to identify whole school focus areas.
Increased number of students achieving expected growth and top two bands in NAPLAN	AP/IL 0.6 FTE to support Years 3–6. IL 0.6 FTE to support K–2.	School identified by ACARA as having demonstrated substantially above average gain in numeracy achievement as measured by NAPLAN. An increase of 15.44% of students in the top two bands in reading and numeracy compared to previous three year average.

#### Next Steps

Collaborative practice and corporate and collegial programming practices will continue and be refined as a result of achievements in the first year of our new school plan. Instructional Leaders will continue to support all staff K–6 in best practice literacy and numeracy programs to bring about improvements in student learning outcomes. A renewed focus on embedded classroom observations will take place in order to support implementation and refinement of whole school initiatives.

## Strategic Direction 3

### Enhanced Leadership

#### Purpose

The school leadership team use a variety of resources to support a culture of high expectations and community involvement, resulting in whole school improvement.

#### Overall summary of progress

Small gains were made in the supervision, management and evaluation of classroom teaching and learning programs. In relation to additional development activities, strategic financial management was used to effectively enhance learning in all classrooms K–6. Additional support was provided to enhance and supplement school programs as well as to effectively utilise external school learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs reflect whole school scope & sequencing and whole school consistency.	Stage based planning days.	All T&L program evaluations and student data from 2018 reviewed to inform 2019 S&S and to refine programming and evaluation processes.
Increase in proportion of students and families demonstrating active engagement in learning.	P&C donation to support school tennis program P&C donation to support school rugby league, netball and zone teams.	All families invited to School Planning days to discuss and refine 2019 school plans and program offerings – increased family engagement and attendance evident.

#### Next Steps

The leadership team will continue to refine and further develop processes to effectively and collaboratively review teaching practices and build the capacity of teachers K–6. Program offerings in the Creative Arts will be further developed and implemented as part of a revised relief from face to face teaching initiative and to provide all students with a variety of opportunities to further develop their creative skills and talents.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$47,390	<ul style="list-style-type: none"> <li>• New flag poles purchased/installed to fly Aboriginal and Torres Strait Islander Flags</li> <li>• Four staff members attended Awabakal language training program</li> <li>• All students K–6 supported by Aboriginal SLSO to present acknowledgement of country at weekly assemblies</li> <li>• All students participated in Science from an Aboriginal Perspective program for NAIDOC</li> </ul>
<b>English language proficiency</b>	\$2,342	<ul style="list-style-type: none"> <li>• Additional support provided to students via the Learning and Support Teacher</li> <li>• LBOTE and EAL/D data updated annually</li> </ul>
<b>Low level adjustment for disability</b>	\$27,410	<ul style="list-style-type: none"> <li>• Additional SLSO time in all classrooms K–6</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.297 FTE	<ul style="list-style-type: none"> <li>• Supplementation of 0.6 FTE AP/IL off class to support all students and teachers in Years 3–6</li> </ul>
<b>Socio–economic background</b>	\$177,749	<ul style="list-style-type: none"> <li>• Employment of additional SLSO staff to support all students K–6</li> <li>• Employment of additional teacher to reduce class sizes to an average of 21 students across the school K–6</li> <li>• Additional Learning and Support teacher allocation for students</li> <li>• Employment of a school based speech pathologist</li> </ul>
<b>Junior Kookaburras – Community Engagement Action Research</b>	\$5,000 Grant \$5,000 Staffing	<ul style="list-style-type: none"> <li>• Two staff trained in communication and engagement</li> <li>• Development and production of a school home reader (social story) for all students entering Kindergarten</li> <li>• Resource kits developed for all students entering Kindergarten</li> <li>• Comprehensive school transition program of 20 x 2 hour weekly sessions in the year before students attend school</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	83	86	92	85
Girls	89	89	78	70

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.1	96	94.9	90.7
1	91.9	91.8	96.6	94.1
2	90.9	94.2	93.6	94.5
3	91.9	92.6	91.2	89.4
4	94.6	91.6	90.2	89.3
5	90.3	93.3	92.2	86.4
6	94.4	89.4	93.5	88
All Years	92.3	92.8	93.1	90.4
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

- Importance of attendance is highlighted throughout the year through the school newsletter
- Attendance letters are regularly sent home to all families in the area of whole day absences and continued late arrival
- Regular meetings conducted with the Home School Liaison Officer
- Attendance meetings scheduled with families where attendance doesn't improve
- SMS service to families each day to advise absences

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.95
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.91

\*Full Time Equivalent

Mount Hutton Public School has one identified Aboriginal staff member.

### 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 pre-2004 staff were accredited as Proficient during 2018
- All staff are registered with NESA
- All staff in 2018 were in the maintenance phase of accreditation
- Significant Professional Learning was undertaken by all staff in 2018 including but not limited to: Learning Progressions, Assessing for Impact, Stem Share, Learning Sprints and Positive Behaviour for Learning

## Financial information

### Financial summary

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



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	178,531
<b>Revenue</b>	2,165,283
Appropriation	2,083,723
Sale of Goods and Services	590
Grants and Contributions	73,952
Gain and Loss	0
Other Revenue	5,239
Investment Income	1,779
<b>Expenses</b>	-2,044,840
Recurrent Expenses	-2,044,840
Employee Related	-1,822,736
Operating Expenses	-222,104
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	120,443
<b>Balance Carried Forward</b>	298,973

The school leadership team in conjunction with the SAM discuss finances on a regular, ongoing basis to ensure RAM expenditure and appropriate budgeting for school based initiatives and operational expenses.

- End of year Balance Carried Forward includes funding allocated to the school in 2018 to spend in 2019 on the employment of an Assistant Principal Positive Behaviour for Learning based at Mount Hutton Public School
- End of year Balance Carried Forward includes funding set aside for major building projects anticipated in 2019 including classroom refurbishment, hall upgrade and potential outdoor court resurfacing

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,245,434
Base Per Capita	34,203
Base Location	0
Other Base	1,211,231
<b>Equity Total</b>	317,360
Equity Aboriginal	47,390
Equity Socio economic	177,749
Equity Language	2,342
Equity Disability	89,878
<b>Targeted Total</b>	264,332
<b>Other Total</b>	131,446
<b>Grand Total</b>	1,958,572

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.

At Mount Hutton Public School in 2018, Years 3 and 5 participated in the traditional pencil and paper NAPLAN program and trialled the online platform in readiness for going online in 2019.

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.

In 2018, Year 3 had an average NAPLAN score above the State in Grammar and Punctuation.

In 2018, Year 3 had an average NAPLAN score above the State in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Please visit <http://www.myschool.edu.au> to access data for Mount Hutton Public School.

*Improving Aboriginal education outcomes* – results not reported here due to a cohort of students who identify as Aboriginal being less than 10 in both Year 3 and Year 5 NAPLAN.

## Parent/caregiver, student, teacher satisfaction

As a result of family, student and teacher evaluation and feedback, the following are noted:

What are we doing well?

- Big change in educational offerings
- Changes in additional activities students can access
- Varied and different programs
- MHPS overall has improved – perceptions of the school have grown
- Prefer smaller school setting
- Teachers know the children
- Children know each other
- Sense of community
- Junior Kookaburras Program

What would we like to see changed or improved?

- Increase notification time of events occurring at school
- Families would like to know when students are receiving awards at assembly
- Stagger costs across the year more
- Notification of sporting events so children can dress more appropriately
- More equity and fairness in awards

What new ideas are possible?

- More about what students are learning in the classroom – overview of Scope & Sequence, quality texts that are being read so families can support at home
- Project based learning
- Share what staff are involved in at the school level – e.g. extracurricular, professional learning
- More opportunities to be at the school
- Term 1 and 3 interviews, Terms 2 and 4 reports
- Opportunities to meet teachers who may not be your child's teacher, revamp Classroom information session at the beginning of the year
- Sustainability – waste, compost, recycling, environmental initiatives (Parents and families complete return and earn at school – bring in your bottles and cans)
- Changes to the rewards at each of the PBL levels

## 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. Scientific expertise was utilised in 2018 to provide all students with access to culturally significant scientific practices as part of our NAIDOC school celebration. Four staff members trained in the Awabakal Language program and two staff members attended Connecting to Country; both programs aimed at developing educator depth of knowledge and understanding to improve Aboriginal education for all staff and students.

### Multicultural and anti-racism education

In 2018 our school based Anti-Racism Contact Officer (ARCO) ensured our school remained committed to cultural diversity and positive community relations. In 2018, our school planned 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.