

Huntingdon Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

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.

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: School Wide Systems (Wellbeing/PBL, Learning Support)

Development of school wide wellbeing framework encompassing the implementation of Positive Behaviour for Learning and comprehensive Learning Support systems.

Evaluation	Funds Expended (Resources)
This process has been rolled over to the next year as other areas had presented as a required focus in 2019.	No resources have been allocated in 2019 as this process has been rolled over.

Process 2: Engagement in Learning

Students, teachers and parents share in the responsibility for student learning and understand how they learn through the use of learning intentions and success criteria, individual learning goals, learning journals, effective feedback and extra curricular opportunities.

Evaluation	Funds Expended (Resources)
How and what ways can we measure student engagement levels as a result of learning goals, learning intentions and success criteria? The uptake in Learning Intentions and Success Criteria has been as planned with these processes evident in all classrooms. Impact on data is not applicable at this point as it is very early days. Consistency of focus in 2020 will have a greater longitudinal impact.	

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.

Improvement Measures

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)

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

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Development of explicit systems for collaboration and feedback within the school and across schools. Implementation of clear and strategic professional learning practices that are aligned with the school plan ensuring that high quality, explicit teaching is evident in every classroom and student learning outcomes are evaluated.

Evaluation	Funds Expended (Resources)
The Learning goal journey has started slower than expected due to some significant staffing changes through out the year – due to this the focus has been on support the priority of goals in all classrooms regardless of who is taking the class. this has had strong uptake. Our focus in 2020 will be deepen the system so as to sustain it regardless of staffing changes or experience.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$9925.00)

Process 2: Data Skills and Use to Inform Teaching

A whole school approach towards evidence based teaching methods is implemented, incorporating the use of the 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.

Evaluation	Funds Expended (Resources)
How well and to what extent are teachers using data to inform teaching? Data– End of year assessment data, meeting minutes The long term staff at the school have been able to engage in discussions about their students and impact data from the year. The system is strong but focus for 2020 will be on consistent staff on the senior class to ensure the data informed practice continues. At present the inconsistency of a teacher for the year has impacted the success of the new program though the Temps on the class have used it.	Extra release was provided for staff to participate in professional learning, classroom observations, team teaching and development of programming and assessment proformas. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$21000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>All staff attended Connecting to Country Professional Learning.</p> <p>Release time for staff to run learning conferences with Aboriginal students and their parents throughout the PLP process.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9 200.00) 	<p>100% of Aboriginal students and their parents were actively engaged in the PLP process.</p> <p>Staff are making connections with members of the local community and consulting with them in planning for 2020.</p>
Low level adjustment for disability	<p>Learning and Support Teacher employed to support classroom teachers in classrooms and case manage student learning needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$17 417.00) 	<p>Comprehensive School Wide Learning Support processes are established with ongoing review and reflection of effectiveness.</p>
Quality Teaching, Successful Students (QTSS)		See Strategic Direction 2
Socio-economic background		See Strategic Direction 2.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	31	35	35	26
Girls	24	20	17	18

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.7	96.1	89.5	95
1	95.6	95	92.6	91.7
2	94	97.1	91.1	94.2
3	94.9	93.8	93	94.4
4	94.7	94.8	88.8	93.6
5	94.1	90.6	89.3	90.1
6	90.9	96.7	88.2	93.4
All Years	93.9	94.9	90.3	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.35
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	105,948
Revenue	645,093
Appropriation	627,007
Sale of Goods and Services	2,166
Grants and contributions	15,096
Investment income	823
Expenses	-628,655
Employee related	-564,854
Operating expenses	-63,801
Surplus / deficit for the year	16,438

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	24,679
Equity Total	53,884
Equity - Aboriginal	9,276
Equity - Socio-economic	27,191
Equity - Language	0
Equity - Disability	17,417
Base Total	486,320
Base - Per Capita	12,201
Base - Location	1,827
Base - Other	472,292
Other Total	21,470
Grand Total	586,353

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In Term 3, parents and students completed the Tell them from Me Survey. Parents reported that the school is a welcoming place where the teachers and staff are approachable and caring. In all 6 areas of the survey, our school mean was greater than that of the NSW Government Primary Norm which indicates that parents feel welcome, Huntingdon Public School is an inclusive school, students feel safe at school, students and parents feel that the school supports positive behaviour, students and parents feel that the school supports learning and that parents are informed.

In 2020, Huntingdon Public School will conduct the Tell Them from Me Survey in Term 1 and Term 3 to track impact.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.