Mount Hutton Public School

2019 Annual Report

3939

Introduction

The Annual Report for 2019 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.

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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 161 students in 2019, 22% 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 Waiyarang Community of Schools.

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase in student engagement evidenced by a 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.

Progress towards achieving improvement measures

Process 1: **Whole school assessment and tracking systems**
- Assessment schedule created K–6, detailing tasks and evidence to be collected
- Assessment data compared and tracked at regular intervals to inform T&L program and intervention.
- Evidence based and standardised assessment processes implemented to embed CTJ

Evaluation	Funds Expended (Resources)
At the beginning of 2019, all staff were presented with a revised 2019 assessment framework on data tracking and assessment practices. All staff established regular PLAN2 data entry and analysis routines along with formative and summative assessment practices to inform teaching and learning programs and allocation of additional support and intervention. During fortnightly stage meetings, stage leaders led professional learning on consistent teacher judgement of student learning and data tracking methods and analysing data to inform practice. Through consistent and routine practices stage teams successfully identified targeted areas for numeracy and literacy and maximised SLSO support and LaST intervention in the classroom. Regular data tracking and analysing allowed teachers to remodel programming practices, ensuring backward mapping of programs to meet the point of student need and inform learning intentions and success criteria. Through the support of local school services and additional professional learning on data collection and processes, all stage teams were able to effectively analyse, collegially discuss and individually reflect on 2019 and remodel 2020 data collection and assessment processes. 2020 will see a greater focus on formative assessment practices (assessment for learning) and consistent teacher judgement, with a greater focus on professional learning that encourages reflective practices on assessment and tracking systems as well as rebuilding knowledge on syllabus content and links to the Literacy and Numeracy Progressions.	Staff Development Day – 2 hours professional learning Executive planning day/meetings Student Data (data sources) and Teacher surveys Instructional Leader Professional Learning Ongoing L3 training Strategic school services support in the area of Reading – Learning Sprints

Process 2: **Student Wellbeing Initiatives**
- Wellbeing data tracked to determine whole school focus for PBL
- School practices evaluated and refined to detail behaviour procedures for all stakeholders
- Regular meetings ensure sustainability of PBL
- Allocation each week for staff, classes and/or targeted students to access wellbeing initiatives

Evaluation	Funds Expended (Resources)
In 2019, PBL underwent a Reboot in the area of refining data collecting systems, a review of the Behaviour Consistency Guide and PBL classroom practice guides. A Scope and Sequence for Fortnightly Lesson Focus was established and we utilised the Big Five Data Tool to inform future teaching and learning focus areas. Parents and carers, along with students, were surveyed in regard to individual PBL reward systems. As part of supporting positive behaviour, the school established a Tier 2 Intervention Team, to	Regional AP PBL support

Progress towards achieving improvement measures	
provide additional supports for students to achieve individual success. Overall, there was a decrease in negative wellbeing notifications evident as a result of additional wellbeing activities and opportunities. In particular over the course of the year, second semester saw a larger decrease in negative major and minor incidents when compared to semester one, highlighting the positive impact of new initiatives for student success.	

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.

Improvement Measures

Evidence in all teaching and learning programs of collaborative practice and stage and whole school planning

Increased number of students achieving expected growth and top two bands in NAPLAN

Progress towards achieving improvement measures

Process 1: **Collaborative Programming**
 • Teaching and learning (T&L) programs articulate use of evidence based literacy and numeracy strategies
 • T&L processes and programs have an informed common focus for improvement, underpinned by learning intentions, differentiation, success criteria and data
 • Teachers work together in stage teams and whole school to develop learning scope and sequences

Evaluation	Funds Expended (Resources)
Assessing for Impact facilitators projected a professional learning schedule to outline formative and summative assessment routines and expectations K–6. The facilitators embedded a weekly timetable which consistently allowed teachers to observe teaching practices related to assessment and feedback from other teachers and engage in meaningful pedagogical discussions. Stage planning days were conducted in Terms 2 and 3, where staff collaboratively reflected on current assessment and feedback teaching and learning practices. Teachers revised teaching and learning programs through the triangulation of data and backward mapping based on the identified individual and whole–class needs of the students in writing and mathematics. Demonstration lessons were implemented by AFI facilitators and instructional leaders to provide additional support to all teachers. As a result of Assessing for Impact in 2019, all staff are successfully integrating learning intentions and success criteria into their daily writing and mathematics lessons and providing meaningful and timely feedback along with effective assessment practices. With an expected high staff turnover leading into 2020, foundations of Assessing for Impact will be reintroduced to upskill new staff and current staff will be the catalyst to drive and maintain already established assessing and learning practices.	Survey SDD – Timetabling Additional class release to facilitate weekly timetabled lesson observations for observer and lesson facilitator Classroom learning intention and success criteria magnets and whiteboards Feedback stamps

Process 2: **Best practice in Literacy and Numeracy**
 • School Leaders undertake PL in best practice for Literacy and Numeracy
 • All staff are supported through PL to track student growth and refine teaching practices to improve student learning outcomes
 • Instructional Leaders set clear goals, manage curriculum, monitor lesson planning, allocate resources and evaluate teachers regularly to promote student learning growth

Evaluation	Funds Expended (Resources)
All class teachers were involved in ongoing mentoring for programming, teaching and data evaluation in literacy and numeracy. Instructional Leadership within the school was driven by; differentiated teaching practices that focus on the needs of the individual child; targeted cyclic intervention according to student needs, effective data collection, analysis and use; and building collective teams. This was supported through the allocation of human resources on the supplementary timetable, team meetings and stage planning days. A significant focus for the year has been the implementation	Supplementary timetable PL schedule CESE resources Student assessment data

Progress towards achieving improvement measures

of Learning Sprints to inform differentiated classroom programs to explicitly teach literal comprehension. The school has continued to engage in ongoing monitoring of student progress against the Learning Progressions for Creating Texts, Understanding Texts, Quantifying Number and Additive Strategies. A range of formative and assessment data is triangulated to drive teaching programs and tiered intervention where required. Continuing in 2020, will be tailored professional learning support from the Literacy and Numeracy Strategy Advisor.

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.

Improvement Measures

All teaching and learning programs reflect whole school scope & sequencing and whole school consistency.

Increase in proportion of students and families demonstrating active engagement in learning.

Progress towards achieving improvement measures

Process 1:   Programming and Scope and Sequencing
    • S&S developed for all KLAs by stage in an even, odd and additional cycle in line with NESA requirements
    • Whole school S&S sustained through school resources and funding to support the impact of changes on learning progress
    • Program observation and supervision procedures established to ensure effectiveness and review of teaching and learning programs

Evaluation	Funds Expended (Resources)
Review of whole school scope and sequences to comply with NESA was successful and incorporated the new syllabus documents and requirements. Student engagement in creative arts and technology has improved along with students achievement levels in these areas. The employment of an expert teacher in this role to identify areas of need and the necessary resources to improve student outcomes has received positive feedback from students and the community, as student learning opportunities have been expanded, exposing them to a variety of new and innovate creative experiences. Looking forward, creative arts and technology programs will continue to be a focus and will expand to include all classes in 2020. The program will concentrate on the areas of visual arts, music, technology and library skills and will allow for opportunities for targeted junior and senior high potential programs as well as online NAPLAN preparation and support. Due to the school context and the impact on classes moving into 2020, a series of scope and sequence documents have been developed in line with syllabus documents to ensure students receive a breadth of learning regardless of class composition. This strategic direction process has been effectively achieved at a whole school level and will undergoing monitoring only in 2020.	Employment of a temporary teacher to facilitate RFF programs in music, visual arts and technology.

Process 2:   Additional Development Activities
    • Application for grants and/or additional funding to access qualified staff and/or resources in varied technology, sport and creative arts opportunities
    • RFF and additional classroom support K–6 focus on technology, creative arts, PE and sport
    • Opportunities for students to represent the school in additional activities reflecting PBL expectations

Evaluation	Funds Expended (Resources)
Throughout 2019, the majority of classes were able to access a specialist teacher in the areas of visual art, technology and music. After surveying staff and a deep analysis of school funding, the program will be expanded in 2020 to a five day per week program to ensure that all students K–6 have the opportunity to participate in specialist technology, STEM, visual arts and music programs. The school was successful in obtaining a grant to have 15 guitars donated to the school to support our guitar group and for class music lessons. Two audition films were submitted for Hunter Dance with the senior girls group being successful – they performed at Hunter Dance Festival and	Sport in Schools timetabling, additional cost to be covered by the school Creative arts budget Stem Share kit bookings Investigation of purchase of school

Progress towards achieving improvement measures

Charlestown Square for Education Week. All students K–6 were able to participate in Sport in Schools programs throughout the year in the areas of athletics, dance and gymnastics. Moving into 2020, the school will be utilising Sporting Schools to deliver a fortnightly program to all students in the school in the areas of athletics, gymnastics, dance, fundamental movement skills, games and sport skills and wellbeing. This program will run for the year at school cost and will be subsidised by potential sport in schools grants. There is no cost to families for participation in this program.	Stem Share kit utilising school funds and potential contributions from the P&C.

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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		All students K–6 were supported throughout the year by an Aboriginal SLSO both in class and on the playground. All students K–6 were given the opportunity to participate in authentic NAIDOC activities through the Awabakal Environmental Education Centre. Students in Stage 3 were given the opportunity to participate in Walk–a–Mile Koori style. Whilst the school will continue to provide this opportunity for students in Stage 3 as a school group, evaluation highlighted the desire for families of younger students to participate with their parents and carers in future opportunities. Teachers trained in Awabakal language continued to support our students in acknowledging country in Awabakal for public and school based performances and special events.
English language proficiency	$1437	The school engaged a school based Speech Therapist to support the acquisition of articulation, receptive and expressive language development of identified students. This model involved in class literacy support for identified kindergarten, year 1 and year 2 students. Supplementing this was an allocation of two hours per week in semester one of intervention, increasing to 4 hours in semester two. Intervention focused on receptive and expressive language and was implemented by two School Learning and Support Officers. A major component of the program focused on kindergarten whereby initial assessment indicated 82% of students had identified articulation errors, 55% receptive and 27% expressive. This reduced to 44% for articulation, 37% receptive and 11% expressive by the end of the year.
Low level adjustment for disability	$91440	All teaching staff and students K–6 were supported by additional school learning support officer allocation to meet individual student learning needs. Allocation of learning and support teachers was utilised to support students, teachers and Tier 2 Interventions.
Quality Teaching, Successful Students (QTSS)	$31054	All teachers 3–6 were supported by an AP in instructional leadership, programming, teaching and learning together with individual and small group learning support and intervention in order to improve student learning outcomes. Consistency in teaching and learning was achieved and results indicated above state level growth in a number of areas.
Socio–economic background	$159724	All students K–6 were supported by whole class and targeted group wellbeing initiatives. All students and teachers K–6 were supported by additional SLSO and teaching staff to support individualised and small group targeted interventions. Initiatives included whole class and small group Rock and Water sessions, together with Seasons for Growth for targeted students.

Junior Kookaburras – Community Engagement Action Research	$1625	All students intending to enrol in Kindergarten at Mount Hutton PS in 2020 were supported through a comprehensive 20 week transition to school program. The program commenced in May and concluded in November. In 2020 the program will undergo minor revision and commence later in the year for a revised period of time. Enrolment numbers in the program were quite small in May and grew by the conclusion of the program in November, highlighting the need to either have longer sessions later in the program combined with commencement of the program later in the year. All students who attended the program successfully transitioned to MHPS.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	86	92	85	86
Girls	89	78	70	74

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	94.9	90.7	93.2
1	91.8	96.6	94.1	92.6
2	94.2	93.6	94.5	94.1
3	92.6	91.2	89.4	92
4	91.6	90.2	89.3	88.6
5	93.3	92.2	86.4	90.1
6	89.4	93.5	88	89.6
All Years	92.8	93.1	90.4	91.6
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
Assistant Principal(s)	2
Classroom Teacher(s)	6.97
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.92

*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	298,973
Revenue	2,280,766
Appropriation	2,206,146
Sale of Goods and Services	1,277
Grants and contributions	71,935
Investment income	1,408
Expenses	-2,266,990
Employee related	-2,096,963
Operating expenses	-170,027
Surplus / deficit for the year	13,776

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	281,994
Equity Total	301,438
Equity - Aboriginal	48,836
Equity - Socio-economic	159,724
Equity - Language	1,437
Equity - Disability	91,440
Base Total	1,388,268
Base - Per Capita	37,983
Base - Location	0
Base - Other	1,350,285
Other Total	180,870
Grand Total	2,152,570

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

Parents and caregivers, students and teachers were all surveyed for the value they placed upon the following aspects and areas of our school:

1. Positive Behaviour for Learning (PBL)
2. Teaching and Learning
3. Extracurricular activities
4. Communication
5. Whole School Events

Each initial survey question asked respondents to rate the area on the 5–star rating scale. Overall, 43 parents and caregivers responded, 93 students responded from Years 1 – 5 and 15 teachers responded.

Parent and caregiver ratings

1. PBL – 4.43 stars
2. Teaching and Learning – 4.58 stars
3. Extracurricular activities – 4.14 stars
4. Communication – 4.37 stars
5. Whole School events – 4.14 stars

Student ratings

1. PBL – 4.46 stars
2. Teaching and Learning – 4.5 stars
3. Extracurricular activities – 4.66 stars
4. Communication – 4.06 stars
5. Whole School events – 4.68 stars

Teacher ratings

1. PBL – 4.67 stars
2. Teaching and Learning – 4.93 stars
3. Extracurricular activities – 4.4 stars
4. Communication – 4.6 stars
5. Whole School events – 4.6 stars

Results of the Parent and caregiver survey were shared at two 2020 planning sessions during Term 4 2019, where rigorous discussion was facilitated around what new ideas were possible in each of the identified survey areas and what aspects of parent and caregiver feedback given were being implemented as a result of the survey.

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.