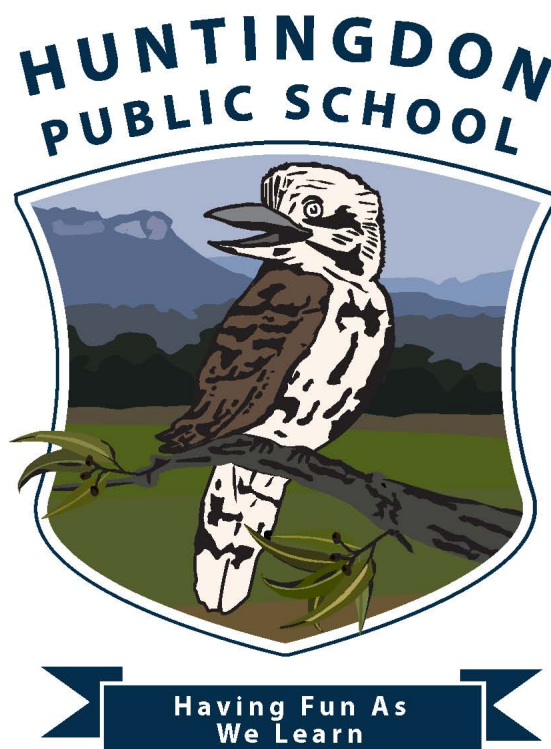


2020 Annual Report

Huntingdon Public School



2190

Introduction

The Annual Report for 2020 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.

School contact details

Huntingdon Public School
2876 Oxley Highway
Wauchope, 2446
www.huntingdon-p.schools.nsw.edu.au
huntingdon-p.school@det.nsw.edu.au
6585 6144

School vision

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 2020, Huntingdon Public School had an enrolment of 39 students, comprising of 17 girls and 22 boys. There are 9 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>

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)
<p><i>How and in what ways can the School and community demonstrate a deep understanding and commitment to school systems that describe the well-being, behaviour and learning support structures of the school?</i></p> <p>There is now a strong staff alignment to the Wellbeing Framework implementation document that describes the philosophies of PBL and Learning Support as key drivers of student improvement. This framework outlines clear and comprehensive learning support referral and case management processes. Ongoing and purposeful collection and analysis of data in behaviour and learning is used to inform priorities for improvement. 100% of teaching programs demonstrate differentiation and accommodations appropriate to the needs of each student.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$6874.00)

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)
<p>Increased levels of self directed and self reflective learning are evident in:</p> <ul style="list-style-type: none">*all students having individualised learning goals that demonstrate challenge, risk taking and aspiration*100% Aboriginal student have responsive PLPs that reflect individual goal setting and achievement, along with high levels of parent partnership*students demonstrating reflective habits consistently in their learning journals*students are becoming increasingly capable in articulating their learning during 3 way learning conferences <p>Students demonstrate they know what they are learning and why they are learning it and demonstrate reflective learning habits through:</p> <ul style="list-style-type: none">*increased engagement with their learning evidenced by classroom walk throughs showing that 100% of students could articulate what their learning	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)• Aboriginal background loading (\$2000.00)

Progress towards achieving improvement measures

goal was and what they were doing to work towards achieving that goal

*achievement of individual learning goals as evidenced in individual student learning logs

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)
<p>In what ways can we determine that 100% of teaching programs are data based, differentiated and demonstrate syllabus content evidenced through program supervision documentation and feedback?</p> <p>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas with success that can be measured by improved student progress and achievement data. This is evidenced by:</p> <p>*rich engagement of 100% teachers in the PDP processes, utilising the School Excellence Framework and the Australian Professional Standards for teachers to analyse areas for ongoing improvement and professional goal setting</p> <p>*utilising feedback to reflect on and improve their teaching practice captured through formal and informal classroom observations as well as collaborative planning and team teaching sessions</p> <p>*NESA compliant engaging teaching and learning programs that demonstrate differentiation of curriculum to meet the needs of all learners. A school requested informal NESA audit conducted by the curriculum advisor confirmed achievement of this.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3500.00)• Literacy and numeracy (\$6000.00)• Quality Teaching, Successful Students (QTSS) (\$8313.00)

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 can we measure an increase in teacher understanding and use of data	Funding Sources:

Progress towards achieving improvement measures

to inform practice?

100% of students demonstrated progress along the Literacy and Numeracy Learning Progressions, identified through a collection of quality, valid and reliable data including students work samples, internal and external assessments, classroom observations and student feedback.

All staff have engaged 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

Due to COVID restrictions, the development of a professional learning hub with Comboyne Public School to enhance inter-school collaboration and consistent understanding of student assessment and data concepts was not as effective as originally planned, however, this has expanded to a wider Professional Learning Community with Beechwood Public School and Long Flat Public School as a focus for the next planning cycle.

- Socio-economic background (\$20000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$10 500.00) 	<p>100% of Aboriginal student developed PLPs with a high level of parent partnership. All students achieved the goals outline in their PLPs.</p> <p>A strong partnership has been developed between the school and Bunyah, our local lands council. The product of this relationship has been the installation of a yarning circle in the school playground that is used on a daily basis, both in class time and at play time. This is a highly valued and respected part of our school grounds and a place that is used by students, staff and community.</p>
Low level adjustment for disability		Please see Strategic Direction 1
Quality Teaching, Successful Students (QTSS)		See Strategic Direction 2
Socio-economic background		See Strategic Direction 2

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	35	35	26	21
Girls	20	17	18	17

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	89.5	95	95.4
1	95	92.6	91.7	94
2	97.1	91.1	94.2	94.6
3	93.8	93	94.4	92
4	94.8	88.8	93.6	96
5	90.6	89.3	90.1	94.6
6	96.7	88.2	93.4	93.2
All Years	94.9	90.3	93.1	94.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.33
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	122,385
Revenue	650,693
Appropriation	640,559
Sale of Goods and Services	1,954
Grants and contributions	7,969
Investment income	211
Expenses	-688,156
Employee related	-577,075
Operating expenses	-111,081
Surplus / deficit for the year	-37,463
Closing Balance	84,922

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.

	2020 Approved SBA (\$)
Targeted Total	26,550
Equity Total	54,359
Equity - Aboriginal	12,229
Equity - Socio-economic	24,318
Equity - Language	0
Equity - Disability	17,812
Base Total	497,431
Base - Per Capita	10,582
Base - Location	1,644
Base - Other	485,204
Other Total	20,244
Grand Total	598,584

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

After a highly extraordinary and unprecedented school year, all students finished their 2020 learning journey with success and positive wellbeing. Parent/carer feedback indicated that although they too were feeling the impact that COVID had on learning, all parents/carers remained positive and satisfied with the general outcomes the school continued to work towards. Our Tell Them From Me data is positive which correlates with our whole school approach to wellbeing.

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.