

2020 Annual Report

Mount Hutton Public School



3939

Introduction

The Annual Report for 2020 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.

School contact details

Mount Hutton Public School

12 Dunkley Pde

Mount Hutton, 2290

www.mthutton-p.schools.nsw.edu.au

mthutton-p.school@det.nsw.edu.au

4948 8085

School vision

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 168 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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)
Significant work has been undertaken in the area of assessment and tracking of student growth. These practices are embedded in the everyday work of teachers in developing appropriate teaching and learning. Dedicated Team Time for staff to work collaboratively has had a positive impact on the consistency of teacher judgement for assessing and reporting, and refining teaching and learning in response to assessment data collected.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$33581.00)• Literacy and numeracy (\$16612.00)

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)
Extensive work was undertaken in the area of Positive Behaviour for Learning (PBL) throughout the year. During 2020, eight new staff members joined the team at Mount Hutton Public School, with varying degrees of experience and knowledge in regard to the PBL framework. The PBL team worked hard to ensure all staff were given the opportunity to review, revise and present new PBL processes and practices at a whole school level. This significant 'reboot' of PBL across the whole school will continue into the next planning cycle.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$175545.00)

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

Overall summary of progress

In 2020, NAPLAN was not administered. Mount Hutton PS chose to participate in the Check-in Assessments in Reading and Numeracy for Years 3 and 5.

Reading 2020

Year 3

In the reading assessment, students answered 37% of questions correctly, 4.2% below statistically similar schools and 16.1% below state level.

Year 5

In the reading assessment, students answered 56.5% of questions correctly, 1.4% above statistically similar schools and 4.2% below state level. There were 23.8% of students in the Top 2 Bands.

Numeracy 2020

Year 3

In the numeracy assessment, students answered 29.6% of questions correctly, 11.9% above statistically similar schools and 2.3% above state level.

Year 5

In the numeracy assessment, students answered 53.8% of questions correctly, 1.3% above statistically similar schools and 6.2% below state level. There were 21.1% of students in the Top 2 Bands.

Detailed results for the Check-in Assessments for 2020 are below:

Reading 2020 Year 3

Areas where a large percentage of students answered incorrectly include:

- use of contextual clues to interpret the meaning of a creative phrase (88.9% - Stage 3 outcome)
- using contextual clues to determine the meaning of an unfamiliar word (81.5% - Stage 3 outcome)
- interpret figurative language used in a poem (81.5% -Stage 3 outcome)

Areas where the cohort's results were significantly different from state level in Stage 2 outcomes include:

- scanning a text for a key word to identify relevant information (-23.4%)
- identifying the author's intent in a persuasive discussion (-22.7%)
- identifying the author's perspective at the end of a persuasive discussion (-19.9%)
- drawing an inference from two consecutive sentences in a narrative text (-18.2%)
- uses pronoun references to track connections between people, places and events across sentences (-17.2%)

Numeracy 2020 Year 3

Areas where a large percentage of students answered incorrectly include:

- volume modelled using blocks and isometric drawing representation (85.2%)
- solving multiple number sentences where symbols are used (85.2%)
- identifying area using formal units and a square grid (81.5%)
- features of 3D objects (81.5%) fractions represented diagrammatically (81.5%)
- solving two step problems involving mass in grams (81.5%)

Areas where the cohort's results were significantly different from state level in Stage 1 and 2 outcomes include:

- solving a problem involving two number sentences (-33.4%)
- counting blocks to determine volume (-30.5%)
- converting metres to centimetres (-22.5%)
- recognise counting forwards by tens with numbers beyond 100 (-20.6%)
- identifying the correct shape after it has been turned clockwise (-19.9%)
- identifying a partially shaded shape that is equivalent to numeral fraction (-19.5%)

Reading 2020 Year 5

Areas where a large percentage of students answered incorrectly include:

infer the purpose of a symbolic summary (90.5%)

identify the meaning of word from the context of the whole text (81%)

Areas where the cohort's results were significantly different from state level in Stage 3 outcomes include:

- identifying everyday names within a text convention - brackets (-22.2%)
- identifying the meaning of a discipline-specific term (-22.2%)
- identifying the purpose of a rhetorical question in a text that persuades (-21.2%)

Numeracy 2020 Year 5

Areas where a large percentage of students answered incorrectly include:

- represent numbers to three decimal places on a number line (89.5%)
- identify equivalent fractions used in context (84.2%)
- determine the perimeter of a two-dimensional shape (78.9%)

Areas where the cohort's results were significantly different from state level in Stage 2 outcomes include:

- reading and interpreting a picture graph with a key (-40%)
- determining the correct unit of measurement for area (-38.3%)
- identifying equivalent fractions used in context (-25%)
- recognising a fraction represented as a decimal (-22.2%)

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)
<p>Teachers K-6 worked extremely hard throughout 2020 in the area of Reading. Particular emphasis was placed on reading case management with the support and expertise of school services personnel. Significant emphasis was placed on purposeful collaboration to meet student learning needs and 2020 saw a great shift towards collaborative digital programming. Due to COVID-19, NESAs advised that schools had flexibility in addressing outcomes, and therefore Mount Hutton Public School placed increased emphasis on literacy and numeracy due to the disruption to student learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$100401.00) • Quality Teaching, Successful Students (QTSS) (\$33581.00)

Progress towards achieving improvement measures

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 teachers continued to track student progress on the Literacy and Numeracy progressions. Professional Learning in the area of literacy and numeracy was delivered in modified formats throughout 2020, with the bulk of professional learning occurring virtually. Mount Hutton Public School was fortunate in that we were able to be supported onsite by Literacy and Numeracy specialists to support staff Professional Learning and ultimately student learning outcomes.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$13623.00)• Literacy and numeracy (\$16612.00)

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 NESAs 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)
Due to COVID-19, staff at Mount Hutton Public School chose to extensively adjust the teaching and learning scope and sequence in order to place emphasis on literacy and numeracy in such a challenging year of interrupted learning. Stage teams worked closely together to monitor and measure student learning and growth.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$33581.00)

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)
Additional and complementary activities to the core curriculum were difficult to address throughout 2020 due to extensive restrictions placed upon school, interschool and out of school activities. Our focus throughout the year was on quality technology teaching and learning via STEM and online learning, with increased emphasis on class based sport. RFF programs continued to focus on visual arts and technology and whenever the opportunity arose, our students participated in community of schools alternatives such as public speaking and sport gala days.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$175545.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$45 029.00) 	<p>Students K-6 were able to visit Murrook Culture Centre this year to participate in Cultural Diversity and Appreciation Experiences as part of our NAIDOC activities. Students also participated in Indigenous Literacy Day, National Aboriginal and Torres Strait Islander Children's Day, and Reconciliation Week. Our school employs an Aboriginal SLSO who works across classes throughout the school and is involved in delivering the Awabakal language program to students in Pinulputa.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$25 137.00) 	<p>Mount Hutton Public School employs additional School Learning Support Officers to provide direct assistance to all students and teachers K-6.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$33 581.00) 	<p>The three Assistant Principals at Mount Hutton Public School work in an 'off class' capacity to ensure that all teachers are provided support in teaching and learning to drive improvement and student learning growth.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$175 545.00) 	<p>Additional staff are employed to enable all staff to have dedicated time together to collaboratively plan for evidenced based teaching and learning, to collaboratively analyse data and determine the 'where to next' focus areas. Mount Hutton Public School's Instructional Leader is employed an additional two days per week to ensure there is a daily focus on quality, evidence based teaching and learning practices to bring about the best possible outcomes for students in literacy and numeracy.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 968.00) 	<p>Beginning teachers were allocated additional RFF and dedicated time with their supervisors to ensure quality additional support was provided in the early years of teaching and in order to develop deep knowledge and understanding of school based procedures and protocols.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	92	85	86	84
Girls	78	70	74	74

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	90.7	93.2	93.2
1	96.6	94.1	92.6	95.7
2	93.6	94.5	94.1	93.8
3	91.2	89.4	92	95.3
4	90.2	89.3	88.6	95
5	92.2	86.4	90.1	94.4
6	93.5	88	89.6	92.6
All Years	93.1	90.4	91.6	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
Assistant Principal(s)	3
Classroom Teacher(s)	7.15
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	4.92

*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, 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	312,750
Revenue	2,718,989
Appropriation	2,656,601
Sale of Goods and Services	9,974
Grants and contributions	51,950
Investment income	364
Other revenue	100
Expenses	-2,788,428
Employee related	-2,461,980
Operating expenses	-326,448
Surplus / deficit for the year	-69,439
Closing Balance	243,310

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	125,534
Equity Total	311,342
Equity - Aboriginal	45,029
Equity - Socio-economic	175,545
Equity - Language	0
Equity - Disability	90,767
Base Total	1,914,486
Base - Per Capita	39,929
Base - Location	0
Base - Other	1,874,557
Other Total	182,620
Grand Total	2,533,982

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

Community Feedback

Overall, community feedback has been extremely positive in regard to the learning provided to students, the level of communication provided by the school and the focus on wellbeing. 'We are so glad we chose Mount Hutton. It feels like a real community. 'There's more to this school than just teaching and learning. I like how everyone is concerned about the whole child.' Areas identified by a minority of community members were in the areas of more timely feedback about issues raised with their children regarding wellbeing. Additionally, as result of the impact of COVID on our school throughout 2020, parents and carers identified a disconnect with classroom teachers. This is being addressed as part of operational practices moving into 2021.

Teacher Feedback

All staff were given the opportunity to reflect on current school practices and worked collaboratively to identify aspects they wanted to keep, ditch, refine or add. Rigorous discussions occurred as a result of the collation of ideas, suggestions and feedback with the focus being on high impact activities and focus in the areas of student learning outcomes, collaboration and connection with our families. All teachers stated that Team Time was an extremely valuable addition to the school in 2020 and that they want this to continue as it gives all teachers and teams designated time each week to collaborate, analyse data, forward plan, establish consistency of teacher judgement and address any issues in a timely manner.

Student Feedback

Mount Hutton PS participated in the shortened version of the TTFM survey in 2020 - completing Snapshot #1 and #2. With 2020 being a significantly disrupted year due to COVID, it is pleasingly to note that students' sense of belonging has increased as the year has progressed and routines have returned to a new 'normal'. Increases in effective learning time and feeling advocated for at school are also areas where teacher focus has resulted in positive outcomes for our students.

Snapshot #1

- 58% of students reported a positive sense of belonging
- 61% of students stated they were interested and motivated
- 33% of students reported being a victim of bullying
- Advocacy at school - 7.6
- Effective Learning Time - 8.1

Snapshot #2

- 81% of students reported a positive sense of belonging
- 72% of students stated they were interested and motivated
- 23% of students reported being a victim of bullying
- Advocacy at school - 8.4
- Effective Learning Time - 8.9

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.