2010 Annual School Report
Mount Hutton Public School
Our school at a glance

Students
In the 2010 school year 158 students (79 boys and 79 girls) were enrolled from Kindergarten to Year 6.

Staff
Teachers and support staff at Mount Hutton are a highly skilled group who work closely together to improve learning outcomes for students.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Significant programs this year included further development in mathematics teaching and learning, the library and information skills program, the active after-school program and the intensive schedule of cultural performances.

Student achievement in 2010
The National Assessment Program – Literacy and Numeracy (NAPLAN) began in 2008; 2010 is the third year of its implementation.
The results for this year’s Year 3 students were a little below last year’s group, but on average, the Year 3 group scored above the average of statistically similar schools in reading, writing and spelling and close to the average of this set of schools in grammar and punctuation and numeracy.
The results for our Year 5 group showed they were above the average for statistically similar schools in writing and spelling, and close to the average in reading, grammar and punctuation and numeracy.
In no part of the assessments were the results for our Year 3 or Year 5 students below the average of this set of schools.

Messages

Principal’s message
This has been another year of continuing development at Mount Hutton.

Working to improve student outcomes is always our first priority and this year teachers have continued to improve learning opportunities for students, particularly in literacy and numeracy. In numeracy for example, the school reviewed and improved mathematics teaching and learning at all levels, from the continued enhancement of the school’s scope and sequence, to designing and implementing a common approach to the structure of mathematics sessions across the school, to developing learning resources and training staff in their effective use.

While our key focus is to improve students’ learning, we are also committed to promoting key values of the broader community. We encourage students to strive for the highest personal achievement, exemplified by the concept of personal excellence as recognized in our system of awards. We teach students about fairness, to be accountable for their actions, and to care and have respect for themselves and their peers. Our school’s mission is about working together in harmony to achieve our goals, and we advance the rights, freedoms and responsibilities that go with being an Australian citizen.

This year, too, has seen the completion of our new hall, courtesy of the Federal government program, Building the Education Revolution.

The hall is used for programs as diverse as dance and drama, physical education, public speaking and weekly assemblies. It proved an ideal venue for the Kindergarten orientation program. The school’s 2010 musical, “Disco Fever” was presented there over two nights in November. A new before and after school care and vacation care service will be based in the hall in 2011, and the school is already responding to community requests to use the hall for after school activities as diverse as dance, martial arts and church
services. It is a fine facility, one which will serve the school and its community well for many years.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jim Findlay

P & C message

2010 was an outstanding year. We saw some changes to our executive at the Annual General Meeting and it was pleasing to see our volunteers go from strength to strength.

Our fundraising began with the traditional Easter Parade and raffle. The Mothers Day stall was a huge success, as was the winter pie drive. We staged a very successful mini-fete on the day of the Federal election, and another very successful Fathers Day activity at school. Our fete was an exceptional success. We have always had a regular core of people who get involved but this year people’s ideas and contributions, donations, craft and home cooking were amazing. It was a truly heartwarming experience.

Over the year we raised $10,000 which provided some outstanding resources for the school including digital lighting, a data projector and motorized screen for the hall, garden beautification, murals of the different school houses and “Big School” T-shirts for our incoming Kindergarten.

This brings to an end my three years as president, and it also brings our family to the end of our time at Mount Hutton School. I would like to thank you for your support and effort over the years and I am reminded that my success in the role is only possible because the team and families are prepared to listen to my ideas and support me along the way. Without this support we would not have been able to achieve half as much as we have.

I know that 2011 will be just as successful and rewarding for the incoming committee. I wish you all well.

Mrs Shereen Kerr
President,
Mount Hutton P&C Association

Student representatives’ message

Having the responsibility of being school captains this year has been fun and rewarding.

We represented the school at Student Leadership conferences, ANZAC Day ceremonies, and Education Week celebrations. We enjoyed running the school leaders’ induction ceremonies and weekly assemblies. We also represented the school at the fete and at our whole school production, “Disco Fever”.

Being school captains transformed us into responsible, reliable, senior role models. We have enhanced our leadership skills as well as our public speaking abilities. Throughout the year our confidence has increased and we have learned that as students we can make a difference. We enjoyed this opportunity and will have this year’s memories for the rest of our lives.

We enjoyed using the great new facilities that the school offers. We were the first students to enter the hall, the first school captains to lead events there and first to use the technology.

Thank you to everyone who voted for us and to Miss Meek and other teachers for their support. Thank you to our Year 6 committee for their hard work in making this a memorable year, and we thank Mr Findlay for giving us the chance to do all this great stuff. Finally we would like to thank our classmates for their help along the way.

We hope we have fulfilled all the promises we made to the school at the start of our journey. We wish the 2011 captains good luck and hope they enjoy the experiences as much as we have.

Ben Carlin and Krista Barrie (Captains)
Harrison Dearing and Zoe Field (Vice-captains)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

School enrolments were again in the high 150s and the school eventually retained seven classes.

Following a review it was determined that the school would be reclassified to a P5 for 2011.
Early indications are that there will be an increase in enrolments next year (2011), as foreshadowed in last year’s report.

This year the school has an equal number of boys and girls, 5% have an Aboriginal heritage and 3% have a language background other than English.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
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<td></td>
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<tr>
<td>K</td>
<td>95.4</td>
<td>94.7</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>89.6</td>
<td>94.9</td>
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<tr>
<td>2</td>
<td>94.4</td>
<td>93.1</td>
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<tr>
<td>3</td>
<td>92.8</td>
<td>94.4</td>
<td></td>
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<tr>
<td>4</td>
<td>92.2</td>
<td>93.8</td>
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<tr>
<td>5</td>
<td>94.8</td>
<td>96.6</td>
<td></td>
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<tr>
<td>6</td>
<td>95.0</td>
<td>95.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>94.1</td>
<td>93.5</td>
<td>94.8</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.6</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>93.6</td>
<td>93.9</td>
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<td>93.5</td>
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<td>6</td>
<td>93.0</td>
<td>93.3</td>
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<td></td>
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<tr>
<td>Total</td>
<td>93.7</td>
<td>93.7</td>
<td>91.5</td>
<td>93.9</td>
</tr>
<tr>
<td>State</td>
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<tr>
<td>DET</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
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<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
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<tr>
<td>4</td>
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<td>94.5</td>
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<tr>
<td>5</td>
<td>94.0</td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Student attendance improved slightly from 2009, and was again above the average of the region and the state.

**Management of non-attendance**

At Mount Hutton teachers mark the roll as soon as students begin the morning session.

Attendance is formally monitored every week. Teachers work with families to devise improvement plans for students whose attendance has become an issue. When high levels of absenteeism persist families are referred to the Home School Liaison program.

The school community is informed about the importance of regular school attendance through the newsletter and in student progress reports.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

**Structure of classes**

At the beginning of the school year there were sufficient enrolments to form six classes. Two classes comprised students from a single grade (Kindergarten and Year 6), and four classes included students drawn from more than one grade (1/2, 2/3, 3/4 and 4/5).

School enrolments increased and a seventh class was formed at the beginning of Term 2. Classes were reorganized to form single grade groups which were retained for the remainder of 2010.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Following the formation of the seventh class, Mount Hutton Public school staff comprised a non-teaching principal, one assistant principal and six full-time teaching positions (two of which were shared by two teachers). Part time teachers included a teacher/librarian, learning support staff and a school counsellor.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.0</td>
</tr>
<tr>
<td>Total (full-time and part-time)</td>
<td>15</td>
</tr>
</tbody>
</table>

In addition, the school has an administrative manager who is responsible for the office, supported by a part-time school administrative officer. Three part-time learning support officers, including one with an Indigenous background, work with teachers and families to enhance students’ literacy and numeracy skills, improve attendance and support the enrolment of students with disabilities in mainstream classes.

The average length of service of our teaching staff is just over 18 years.

**Staff retention**

The school’s entitlements in 2010 reflected its impending change of classification from P4 to P5. The second assistant principal position was abolished and the teacher in the position, who resigned during 2009, was not replaced. The position was filled by a temporary teacher until the end of the year. All other teachers continued in their roles in the 2009 to 2010 transition.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>27,400.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>115,189.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>103,470.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>38,994.48</td>
</tr>
<tr>
<td>Interest</td>
<td>2,914.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,352.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>290,322.91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13,995.93</td>
</tr>
<tr>
<td>Excursions</td>
<td>12,480.35</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>15,816.71</td>
</tr>
<tr>
<td>Library</td>
<td>5,759.44</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,075.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>85,758.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>20,481.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24,009.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18,312.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17,336.04</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,352.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6,986.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>225,364.11</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>64,958.80</td>
</tr>
</tbody>
</table>

As an explanatory note, the Parents and Citizens Association (P&C) operates the school canteen and as such the accounts do not appear on this report.

Retained income of $64,968.80 includes support programs funding committed for the final month of school year, global funds carried over for specific purposes to 2011 and global funds retained to ensure there is a reserve to address unforeseen circumstances in 2011.

Voluntary school contributions were set by the P&C at $20 per student.

A full copy of the school’s 2010 financial statement will be tabled at the 2011 annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Like all schools, Mount Hutton provides a rich learning environment for students, with interesting and varied activities and programs for students, often additional to their formal classroom program. Highlights this year included activities in cultural and sporting fields.

Achievements

Arts
In 2010 Mount Hutton students had the opportunity to showcase their talents at a variety of school and community events, thanks to the creativity and dedication of their teachers, the interests and talents of our students and the support of families.

The highlight of the year was the whole school musical production, “Disco Fever”. Students in all years performed in the musical. Older students contributed to choreography, set design, program design, costume design and management of audio and visual effects. The project was spread over two terms, leading up to the performance over two nights, held in the hall.

Wednesday lunchtimes have been a hive of activity in Mrs Burgoyne’s room in this year’s extra-curricular arts program. Interested students from every class were involved, producing some outstanding art works using a variety of media. Mrs Burgoyne also led a well-received workshop for talented students from local schools.

With the expertise of a local student to carry through the design, our Kindergarten and Year 1 students designed bright and cheery murals representing each of the school’s four houses. The murals are a wonderful addition to the playground.

Five of our talented drama students from Years 5 and 6 attended the Regional Drama Workshops at the Civic Theatre. Two of these students were subsequently invited to perform in the Regional Showcase. The workshops provided students with three days of expert tuition from industry professionals—an invaluable experience.

Thanks to Mrs Visintin’s expertise, the school formed a guitar group during the year. The students practised during lunchtimes every week, and performed as a group for the first time on Awards Presentation Day.

2010 was an outstanding year for the arts at our school.

Sport
In 2010 the school again conducted school events in swimming, cross country and athletics, although students were again disappointed to miss out on the Hunter Sports Centre at Glendale owing to the weather. Newcastle Athletic Field again proved to be a useful alternate venue.

Students had opportunities to represent the school in rugby league, hockey, soccer and netball through weekly competitions, gala days and knockout competitions. Two Year 6 boys received school blues for excellence in hockey at the awards presentation ceremony for representing the Hunter Region in the State championships at Bathurst.

The school’s Active After-School program was very successful this year, with some 30% of all students taking part at some point in activities as diverse as football, surfing and sailing.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
In reading, the number of students in the top band was well above our long term average.

In writing, this group of students did not do as well as Year 3 students in past years, although there were also fewer students with low achievements.

Year 3 results in grammar and punctuation in the upper two bands are close to the school’s 2008-2010 average.
**Numeracy – NAPLAN Year 3**

This Year 3 result is lower than that of the 2009 group (where 27% of students achieved Band 6).

**Literacy – NAPLAN Year 5**

The significant figure here is the large percentage of students who achieved Band 4.

The Year 5 result in writing showed achievements close to the 2008-2010 average in the upper bands, and no student achieved Band 3.

Again in this aspect, no student is represented in the upper and lower bands.
While the school again had few students achieve in the top band, results across the three upper bands were similar to results across the state.

**Numeracy – NAPLAN Year 5**

Results in numeracy indicate no students are in the highest or lowest band, and figures for Bands 2, 3 and 4 are relatively high.

**Progress in literacy**

Average progress in reading 2008-2010 (Year 3 to Year 5) was equal to the progress of students in schools across the state, and better than the progress of students in statistically similar schools (SSGs).

Average Year 3 to Year 5 progress in writing (2008-2010) was better than the progress of students in schools across the state, on average, and better than students in statistically similar schools (SSGs).
As in writing, the matched progress of students in spelling from Year 3 to Year 5 students (2008-2010) was better than the progress of students in schools across the state, on average, and better than students in statistically similar schools (SSGs).

The Year 3 to Year 5 progress in grammar and punctuation of matched students was less than the average progress of students across the state, and of students from SSGs.

Teaching and learning in grammar will be a focus in 2011.

The Year 3 to Year 5 numeracy progress of matched Mount Hutton students was above that of students from statistically similar schools but lower than the average of students from across the state.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Every Year 3 student achieved results above the minimum standard in writing and numeracy. One student was below the standard in reading, and two students below the standard in punctuation and grammar. Students who failed to reach the minimum standards will take part in intensive programs to support their learning in 2011.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Every Year 5 Mount Hutton student achieved minimum standards in writing, spelling and grammar. Students who failed to reach the minimum standards will take part in intensive programs to support their learning in 2011.

**Significant programs and initiatives**

**Aboriginal education**

This year our school continued to strengthen and develop our partnership with families and community members, working together to plan and implement personalized learning plans (PLPs). This connection with families has enabled us to work together in areas of learning support and attendance. An area for our success lies in Reading, where six of seven Aboriginal students in benchmarked above regional targets.

We begin our assemblies and school/community events with an Acknowledgement of Country, and we continued to foster knowledge about Aboriginal culture, including displays of Aboriginal art and story in the playground, and a visit by local Aboriginal performer, Mr Reuben Andrew, to share stories, knowledge and artefacts.

**Multicultural education**

The school promotes community harmony through programs and activities that foster cultural and religious tolerance and acceptance, including student and staff participation in special events such as Harmony Day. The school policy, “Cultural Diversity and Community Relations”, guides staff in decisions about school activities.

Mount Hutton has an Anti-Racism Contact Officer (ARCO), who is trained to address issues in this important area. In 2010 the ARCO received two complaints about racist language from students. Both matters were resolved to the satisfaction of the school, students and families concerned.

**Respect and responsibility**

The school first established a protocol for managing bullying in 2001, following a series of issues associated with negative peer relationships. Every year since the school monitored changes in students’ perceptions of their safety.

The results continue to be pleasing. In last year’s report the school published a graph of a trend from a decade of data illustrating students’ significantly increased sense of personal safety.

The table below illustrates students’ perceptions about how safe they personally feel from being bullied. While our continuing goal is for no child to ever feel threatened, the continuing growth in the numbers of students who never feel threatened is very encouraging.

<table>
<thead>
<tr>
<th>How safe do you personally feel from being bullied by another student or a group of students at this school?</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I always feel safe / B. I usually feel safe / C. I feel safe about half the time / D. I usually don’t feel safe / E. I never feel safe?</td>
<td>56.63%</td>
<td>45.57%</td>
<td>33.33%</td>
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**Connected learning**

Every learning space at this school is equipped with an interactive whiteboard (IWB) and networked computers. Highly skilled teachers act as mentors to new teachers, ensuring all have appropriate skills. Students in every year are confident uses of computers and IWBs, solving problems and manipulating and creating text, numbers and images.

One room has a Connected Classroom installed and while it is mostly used by senior students,
every class has had at least one Connected Classroom experience in 2010.

The school’s teacher/librarian has an information and communication technologies (ICT) focus. This year the teacher/librarian incorporated such web 2.0 practices as book raps, webquests, blogs and pathfinders in her teaching, and worked to create a webpage showcasing the library program and improving student access to resources. The P&C has committed to the acquisition of four additional computers for the library in 2011, to improve access for all students.

**Progress on 2010 targets**

**Target 1**

*In the National Assessment program in numeracy:*

- 70% or more Year 3 students will achieve at Least Band 4 and 85% or more will achieve at least Band 3; and
- 65% or more Year 5 students will achieve at least Band 6 and 90% or more will achieve at least Band 5.

The results of the 2010 NAPLAN assessments show that the targets were not reached. For the Year 3 group, 55% of students achieved Band 4 or higher and 74% achieved Band 3 or higher. For the Year 5 group, 43% achieved Band 6 and 75% achieved Band 5.

Our achievements include:

- Strategies implemented by the school (including a changed structure for mathematics sessions, development of mathematics games and the use of technology) were well received. Lesson observations and student surveys provided evidence of improved student engagement in mathematics.
- Analysis of student work samples and teacher assessment records shows that all staff had an improved knowledge and application of the A-E assessment scale.

**Target 2**

*In the National Assessment Program in literacy:*

- 70% or more Year 3 students achieve at least Band 4 and 85% or more achieve at least Band 3; and
- 65% or more Year 5 students achieve at least Band 6 and 95% or more achieve at least Band 5.

The school achieved its goals in Year 3 spelling and in both Year 3 and Year 5 writing, but fell short in reading and grammar and punctuation with both Year 3 and Year 5, and in spelling for Year 5 students.

Our achievements include:

- The school continued to develop assessment tasks aligned with the A-E assessment scale.
- Observation of classroom practice and analysis of teaching and learning programs provided evidence that text types are taught in an explicit and systematic manner.
- Students have demonstrated improved achievement in spelling and writing, evidenced by the results of school and external assessments.
- The school learning support team works effectively in its role to facilitate support for students with additional needs.

**Target 3**

*The library and information centre is the leader of innovation in learning and teaching practice through information and communication technologies (ICT).*

Mount Hutton was an early adopter of a number of information and communication technologies (ICT) and most teachers are now highly skilled. The library and information centre increasingly plays a leading role in teaching and learning practice through ICT.

Our achievements include:

- The school has introduced a model for teaching the information skills process in all years. All teachers have undergone training.
- Borrowing rates have improved significantly, as has student engagement in the library and information centre’s programs.
- In collaboration with other staff, the teacher/librarian (T/L) is trialing a planning process, including a scope and sequence.
- The T/L and most teachers work together to plan units of work and to resource them using existing and new materials.
A library blog was developed to showcase the library and information skills program. The blog includes links to web quests, book raps, pathfinders, web pages and book trailers.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the dimensions of management and mathematics.

Educational and management practice

School management was evaluated in 2010.

Background

Schools are required to be administered in a proper, efficient and economic manner. The principal must put in place well-stated policies and plans of actions, clearly defined goals, a balanced, sequential and appropriate curriculum, and suitable mechanisms for supervision, evaluation and documentation that ensure coordination of all school activities, continuity of policy and good communication.

The principal is also required, among other responsibilities, to encourage and assist the professional development of staff without discrimination to make effective and economic use of resources and to ensure discipline.

The SchoolMap survey, “Student Survey about School Management” was completed by students in the three senior classes. Staff completed an equivalent SchoolMap survey, and families responded through the School and Community Survey.

Findings and conclusions

Analysis of the SchoolMap surveys shows that staff and students have predominantly positive views of school management. The first graph (below) records students’ overall perceptions about school management. Very positive responses were made to the statements, “The educational needs of all students are met by the school” (67% “almost always”, 0% “rarely”), and “The school cares about its students and the discipline is fair” (62% “almost always”, 3% “rarely”).

Responses from staff also indicated positive perceptions of school management. Staff rated highly the statement “Student Welfare needs are reflected in the school’s policies, processes and practices” (100% “Almost Always”), and “The school continually makes minor changes to its programs to improve what it does” (75% “Almost Always”; 25% “Usually”). The graph below depicts the overall teacher response to the survey.

The School and Community Survey informs the school of parent perceptions about a range of school functions. In part, the survey describes the requirements of school management and families are asked to state whether, in thinking about how their school is managed, they are “very satisfied”, “satisfied”, “dissatisfied” or “very dissatisfied”. The survey shows there is a high level of family satisfaction with the management of their school.

Future directions

The responses to surveys were again very positive this year, particularly from students and staff. From the community survey, the least positive
response was the response to a question about teaching and learning in mathematics. The school has done significant work in this key learning area, and while the level of dissatisfaction is rather low, the school will work to identify the concerns and address them.

**Curriculum**

Mathematics is the curriculum area evaluated in 2010.

**Background**

Analysis of school data, the Basic Skills Tests (BST) and the National Assessment program—Literacy and Numeracy (NAPLAN) reveals a trend towards higher student achievement in literacy than in numeracy for Mount Hutton students. In 2009 and 2010 the school put in place a number of strategies to further develop numeracy teaching and learning. At the end of 2010 the school evaluated its work, identified progress and made recommendations about future development.

**Findings and conclusions**

The school developed and implemented a Kindergarten to Year 6 scope and sequence to ensure continuity in all mathematics strands, and all teachers undertook training to ensure whole school understanding of the requirements. Analysis of teaching programs and teaching practice in all classes showed that the scope and sequence was implemented in every class and when surveyed, all teachers responded that they found the scope and sequence useful in guiding their work.

In order to lift student engagement the school developed and implemented a common mathematics session structure—daily mental computation, ignition, explicit teaching, guided and independent group and mathematics metalanguage development. Again, all teachers were trained in the approach, and observation of teaching practice confirmed its adoption in every classroom. When surveyed, all teachers responded that they found the structure helpful. Most teachers reported the use of flexible groups to ensure students’ learning needs are met. When surveyed, 95% of students responded that they enjoyed the integration of technology, games and puzzles in their daily mathematics sessions.

In order to increase students’ ability to understand and use the correct language when solving mathematics problems, the school developed mathematics word banks to integrate into spelling programs. In its initial stages, 80% of teachers reported that they were confident about how to incorporate the word banks into their spelling programs.

The school continued to plan common assessment tasks (with a focus on space and measurement) to fit the A-E scale. Analysis showed that every teacher knows how to access, through the school’s intranet, assessment tasks that provide explicit criteria (and are aligned with the A-E scale), enabling students to know what they have to do in order to achieve higher levels.

All teachers were trained in the Learning Framework in Number and the Learning Framework for Multiplication and Division. Training focused on using the frameworks to track student performance and plan for further learning. The importance of grouping was also highlighted. By the end of the year, 80% of students reached the Counting On stage of SENA 1 (Schedule for Early Number Assessment 1) and SENA 2 assessments, meeting the target set at the beginning of the year.

Best Start data were used to inform programming and reporting to parents in Kindergarten and two additional teachers were trained in Best Start.

The school continued to implement the program, Numeracy at Home, as a tool for enjoyable and meaningful mathematics homework.

**Future directions**

The school will:

- Review and modify where necessary the 2010 scope and sequence for mathematics in all years and fund resourcing of the equipment and learning materials “gaps”.
- Continue the whole school framework for the structure of mathematics sessions;
- Monitor teaching and learning programs to ensure mathematical metalanguage is included in spelling and grammar programs.
- Continue to develop mental computation skills in all years.
• Further develop staff skills in teaching the use of Newman’s Error Analysis to solve mathematics problems.

• Facilitate learning support for students with lower achievements as identified in school and NAPLAN assessments.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers to determine their levels of satisfaction with their school. Their responses are presented below.

In the School and Community Survey, families are asked to anonymously rate twelve aspects of school life in terms of whether they are “very satisfied”, “satisfied”, “dissatisfied” or “very dissatisfied”. The graph below confirms the high levels of satisfaction amongst school families, with only two “dissatisfied” responses and no “very dissatisfied” responses.

Staff also reported high levels of satisfaction with particularly strong responses to the statements, “The school encourages achievement across a broad range of areas” and “Students at this school are encouraged to achieve to the best of their ability”.

Students from the three senior classes were surveyed and the results show that students are generally satisfied. The statements, “Students at this school are encouraged to achieve to the best of their ability” (96% “mostly agree”), “The school encourages achievement across a broad range of areas” (99% “mostly agree”) and “this is a safe and secure school” (95% “mostly agree”) were particularly well supported.

Professional learning

The school provides a number of avenues for professional development including after-school training sessions, school development days, the Teacher Assessment Review Schedule (TARS) and external training.

The school holds six after-school training sessions each term. It is in these sessions that much of the work associated with achieving the school’s goals is done, particularly in information technology, literacy, numeracy, and student welfare.

External training included further development of teachers’ skills in writing, spelling and comprehension, different aspects of numeracy, literacy, leadership, financial management, gifted and talented education, PE/SE/Health, information communication technologies (ICT), managing behaviour, environmental education, non-violent crisis intervention and Anti-Racism Coordinator (ARCO) training.

The TARS process enabled teachers and team leaders to corroborate on aspects of student learning in priority areas including literacy, numeracy and technology.

School development days provide further opportunities to enhance staff skills. In our training work across the five 2010 school development days, the school:

• Developed staff skills in managing difficult behaviour;
• Developed teachers’ skills in incorporating mathematics language in teaching and learning in English, including spelling;
• Developed A-E assessment tasks in mathematics (position, 2-D and 3-D shapes, time and length);
• Reviewed the Crunch and Sip program;
• Completed mandatory training in the Code of Conduct;
• Began work on a school environmental management plan;
• Learned about printmaking in Creative Arts;
• Planned an improved structure for mathematics sessions;
• Reviewed the curriculum scope and sequence trial;
• Developed teacher skills in recording, monitoring and reporting student behaviour;
• Reviewed student progress reports;
• Built a co-operative approach to planning and teaching information skills;
• Reviewed teacher development in spelling;
• Developed strategies in problem-solving in mathematics;
• Reviewed the risk management process;
• Identified opportunities for special needs students to integrate into mainstream;
• Completed child protection training; and
• Learned to access on-line mathematics in K-6 classes.

On average, some $670 per teacher was expended on training in 2010.

School development 2009 – 2011

The school plan is developed through a process which includes analysis of student performance data emerging from both internal and external assessments, consultation within the school and community and a consideration of the targets established by the Hunter Central Coast Region and the Office of Schools.

Targets for 2011

Target 1

In the National Assessment Program in numeracy:

• 70% or more Year 3 students will achieve at least Band 4 and 85% or more will achieve at least Band 3; and
• 65% or more Year 5 students will achieve at least Band 6 and 90% or more will achieve at least Band 5.

Our targets for 2011 for numeracy, literacy and information and communication technologies (ICT) continue to reflect our overall targets in the 2009 – 2011 school plan.

Strategies to achieve this target include:

• Completing the whole school framework for the structure of mathematics sessions;
• Monitoring teaching and learning programs to ensure mathematical metalanguage is included in spelling and grammar programs.
• Continuing to develop mental computation skills in all years.
• Further developing staff skills in teaching the use of Newman’s Error Analysis to solve mathematics problems.
• Focusing on lifting outcomes for Aboriginal students in all years (including personalised learning plans, tracking and when required, learning support).
• Facilitate learning support for students with lower achievements as identified in school and NAPLAN assessments.

Our success will be measured by:

• Increased student engagement and improved student outcomes in mathematics.
• Consistent approach to the teaching and learning of mathematics in all classrooms.
• Students accurately use and correctly spell mathematics language appropriate to their learning stage.
• The average achievements of Aboriginal students will be equal to or above the average achievements of all students.

Target 2

In the National Assessment Program in literacy:

• 70% or more Year 3 students achieve at least Band 4 and 85% or more achieve at least Band 3; and
• 65% or more Year 5 students achieve at least Band 6 and 95% or more achieve at least Band 5.

Strategies to achieve this target include:

• Continuing to develop the link between grammar and writing, as reflected in the school’s scope and sequence.
• Ensuring all classrooms have a visual display of punctuation and grammar terms

• As part of the Teacher Assessment Review Schedule (TARS) checking that the scope and sequence is a basis for planning in grammar, and that teachers in all years are explicitly teaching grammar.

• All teachers are explicitly and systematically teaching the key strategies required to analyse and comprehend a text and support the strategies with visual displays.

• Continuing to design assessment tasks for text types, including assessment rubrics, and updating staff skills in consistent teacher judgment in assessment.

• Focusing on lifting outcomes for Aboriginal students in all years (including personalised learning plans, tracking and when required, learning support).

• Facilitating learning support for students with lower achievements as identified in school and NAPLAN assessments.

Our success will be measured by:

• Improved student outcomes, particularly in grammar and comprehension.

• Consistent approach to literacy teaching and learning in all classrooms.

• The average achievements of Aboriginal students will be equal to or above the average achievements of all students.

Target 3

The library and information centre is the leader of innovation in learning and teaching practice through information and communication technologies.

Strategies to achieve this target include:

• Explicitly teaching the steps of the information skills process in all years.

• Completing the information skills scope and sequence.

• For all years, developing access to and information about information and communication technologies.

• Resourcing learning units in all years, with a particular emphasis on the key learning areas of Human Society and Its Environment and Science and Technology.

Our success will be measured by:

• Increased reliance by students and staff on the library and information centre as their primary source of information.

• Increased demand on the teacher/librarian from staff seeking support with innovation in teaching practice through information and communication technologies.

• Students in all years can apply the steps of the information skills process.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Michelle Unterrheiner (Assistant Principal)
Mrs Julie Phillips (Relieving Assistant Principal)
Mrs Shereen Kerr (P&C President)

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr