Mount Hutton P.S.
Annual School Report
School context statement
Mount Hutton Public School is a P4 school in the Eastern Lake Macquarie School Education District. Of the school’s 149 students in 2014, 11% were indigenous and just no student had a language background other than English. The Index of Community Socio-Educational Advantage (ICSEA) gives Mount Hutton a value of 924, compared to an average ICSEA value of 1000. The school works purposefully to improve learning outcomes for its students and together the school and its community have made significant improvements to the school’s physical environment over the years.
In education week, Mount Hutton P.S. officially launched Positive Behaviour for Learning as a whole school process which was well received and supported by our local community. The Early Action for Success (EAFS) project continues to be a major focus along with the implementation of the New National Curriculum.

Principal’s message
Well, another school year has come to an end and there is much to celebrate, much to reflect upon and much to look forward to with excitement for 2015.

At the start of 2014 I made a number of predictions about what we wanted 2014 to look like, and we made some solid commitments around how we were going to go about doing this. Positive Behaviour for Learning (PBL) and school renewal were our two big ticket items which we believed would bring our community closer together, align expectations across all settings, and improve outcomes for students. Twelve months later, there is no doubt that we have exceeded our expectations in these areas. In simple terms, everything that we wanted to see go up, went up! (enrolments, attendance, positive behaviour, NAPLAN growth and community involvement) And, everything that you would want to see go down, (suspensions, community concerns, school fees,) went down.

Our community told us last year we needed systems in place that were consistent, visible and well communicated, and that regularly celebrated the successes of every student. And that’s exactly what we have done in 2014 through our ‘Dunkley tokens’ PBL reward system. Every single student in our school has worked hard for recognition and success, and every one of them has received the recognition they deserve.

There have been a number of highlights in 2014. Individual academic and sporting achievements, awesome team efforts, and whole school events such as our Education week assembly and PBL launch, SRC leadership day at the Sydney Royal Easter Show, NAIDOC celebrations, Carols on the Green Christmas celebration and, of course, our fabulous whole school concert extravaganza "Beyond the Sea - the legend of Jonas Nemo Hutton".

In terms of infrastructure and resources, we have purchased our long awaited playground equipment which is ready to be installed, thirty two ipads to support teaching and learning programs and installed wireless connectivity throughout the school.

My thanks go to the P&C for their whole hearted efforts again this year. To our P&C President Mrs Kym Holland and team, Toni Lee-Archer our canteen supervisor, I extend my sincere gratitude. Your generosity, commitment and work ethic for such a small team is an inspiration to all.

To my incredible team of teachers and support staff, brilliantly led by Assistant Principals Mrs Julie Phillips and Mrs Alison Tuck, I say thank you. Good teachers need good mentors, and Mrs Tuck and Mrs Phillips provide outstanding educational leadership and advice to our staff which is greatly appreciated.

Congratulations to our fine students of Mount Hutton Public School on an outstanding 2014. You have represented your school with pride throughout the year and are a credit to your families and to your community.
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.

Steve Gately

P & C message

It is with great pleasure that I deliver the Annual P&C Presidents report for 2014, and as it turns out my first and last report! It has been another busy year for the school and we have seen many changes as per usual. During 2013, we the P&C gave our support to the PBL program being introduced to MHPS and we are absolutely thrilled with the success of this program. We have noticed a considerable change within the school and thank all staff and students involved in the program, a job well done.

The P&C in 2014 continued in its efforts to raise funds to assist in the ongoing development and support of our school, both inside and outside the classrooms.

We have once again this year seen events such as Mother Day Stall, Father’s Day BBQ, Easter raffle, Pie Drives, Trivia night, Election Day BBQ, Education Day BBQ, Canteen Red days, discos and again Carols on the Green. A huge thank you to all those that gave of their time, not only during these fundraisers this year but also in the lead up to these events. We have had some new faces come on board this year and I would personally like to thank them for joining our merry band.

My thanks goes to Mr Gately for his guidance, to all the staff and students of the school, thank you for your continued support and enthusiasm. Special mention to Mrs Mullen and Mrs Hedley in the office for all that do for us throughout the year, generally with not a lot of notice.

To the Year 6 students and their families, goodbye and good luck. Please remember us fondly as we will remember you. Take with you the great memories our school and we look forward to the visits next year.

To the beautiful girls of the P&C, many thanks for the hard work and the continued effort you make for your children’s school. It is a sometimes difficult job, but it is made easier by the laughs and good times we manage to have! I look forward to seeing you all and hopefully some new faces in 2015. Take a look at all the gorgeous children in our school and know that by lending a hand on the P&C you are enriching their lives. We look forward to seeing some new faces at our AGM in February 2015. To the husbands and children of the P&C, thanks! You put up with a lot and you are a vital part of what we do.

Kym Holland

Student information

In the 2014 school year 149 students (83 girls and 66 boys) were enrolled from Kindergarten to Year 6. The total included eight children (five boys and three girls) enrolled in the multi-categorical class.

Student enrolment profile
Student attendance profile

I am pleased to report that student attendance has improved for the third consecutive year. Attendance is registered by marking the class roll as soon as students begin morning classes. Each week the principal formally checks attendance rates and trends. Teachers work with families to devise improvement plans for students whose attendance is impacting on their learning. 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, in parent-teacher interviews and in student progress reports.

Workforce information

The Mount Hutton school staff is made up of a principal, two assistant principals and six full-time teachers. Part-time teachers included a teacher/librarian, a school learning support teacher, other learning support staff and a school counsellor. In addition, the school has an administrative manager who is responsible for the office, supported by a part-time school administrative officer. A full-time learning support officer works in the multi-categorical classroom, two 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. A general assistant works at the school for three days each fortnight.

The average length of service of our teaching staff is just over 17 years.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>11.5</td>
</tr>
</tbody>
</table>

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

At Mount Hutton Public School all staff members take part in professional learning to support the implementation of key priority areas and plans. Professional learning focuses on creating sustainable programs which enhance student outcomes through embedding new practices across the whole school community.

During 2014 the school spent $12576 on professional investment in our teachers and support staff ensures we effectively implement quality programs and effective teaching and learning activities across all key learning areas.

A significant amount of the professional learning occurs after school in professional learning sessions held every Wednesday and during set aside Staff Development Days at the commencement of term 1, 2, 3 and the last two days of term 4. This year the staff of Mount Hutton Public school had permission from the
Department of Education to hold a professional learning day across the Waiyarang Community of School over two evenings in lieu of the last day of term 4. This allowed staff to access key note speakers in Bring Your Own Devices (BYOD) and technology and motivational talks provided by highly regarded experts in these fields.

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Beginning Teachers
At the conclusion of 2014, Mount Hutton Public School had one temporary full time teacher who gained accreditation with the Institute of Teachers. This beginning teacher accrued hours towards reaching accreditation throughout the year, and will, along with all staff, continue attaining significant Professional Learning hours to maintain accreditation. This teacher was also supported in reaching accreditation by working with a mentor throughout the year to document achievements in attaining Professional Competence levels.

Findings and Conclusions
Teacher surveys indicate that the majority of teachers at Mount Hutton Public School prefer acquiring professional learning through attending DEC run courses, participating in stage planning sessions, being involved in lesson observations and team teaching sessions to further their understanding of new concepts in key priorities. Teachers indicate that they believe professional learning sessions are successful when it leads to improved student outcomes through being embedded in teaching practices, creates increased teacher moral, collegial discussion and motivation.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>83827.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>117562.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>230065.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>35339.89</td>
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<tr>
<td>Interest</td>
<td>4019.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3174.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>473989.15</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 16385.38   |
| Excursions                 | 15863.11   |
| Extracurricular dissections| 15010.86   |
| Library                    | 2910.89    |
| Training & development     | 2461.33    |
| Tied funds                 | 186803.45  |
| Casual relief teachers     | 23994.96   |
| Administration & office    | 28931.87   |
| School-operated canteen    | 0.00       |
| Utilities                  | 25768.76   |
| Maintenance                | 4490.29    |
| Trust accounts             | 3174.00    |
| Capital programs           | 6884.00    |
| **Total expenditure**      | 332678.90  |
| **Balance carried forward**| 141310.25  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

NAPLAN

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

As shown above, student performance in yr 3 reading improved for the third consecutive year. Whilst overall performance is still just below DEC average, students are showing pleasing gains in literacy and should continue to improve on the back of increased resources and staff professional learning across K-2.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Year 5 literacy data indicates significant growth particularly in the areas of reading and writing. Indeed, yr 5 growth in writing for MHPS students was almost two and a half times state average.

In Numeracy, 79.1% of Year 5 students achieved Band 5 or higher and 63.2% of Year 5 students achieved greater than or equal to expected growth. Other achievements in year 5 numeracy include:-

- An increase in the percentage of students reaching expected growth or greater in NAPLAN numeracy from Year 3 – Year 5 to 55% in 2014 (from 2010-2012 average of 49%). In 2014, 63.2% of Year 5 students achieved greater than or equal to expected growth in Numeracy

- Increase the percentage of students reaching expected growth or greater in NAPLAN numeracy from Year 5 – Year 7 to 50% in 2014 (from 2010-2012 average of 44%).

Other achievements

Creative and Performing Arts

In 2014 the students of Mount Hutton have developed their creative talents and also had the opportunity to showcase these talents at a variety of school and community events. These opportunities have arisen due to the creativity and dedication of our staff, the enthusiasm and
talent of our students and the support of our parents.

The highlight for performing arts at Mount Hutton this year had to be our musical ‘Beyond the Sea: The Legend of Jonas Nemo Hutton’. This performance showcased our students’ singing, dancing and acting talents. Students and staff showed dedication to perfect items for this performance and all enthusiastically worked together to make this musical one of the best yet.

Congratulations and thank you to everyone involved in bringing happiness and creativity to our students in the performing and creative arts this year.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

All staff at Mount Hutton are committed to reducing the achievement gap between Aboriginal students and the wider school population.

The Aboriginal and Torres Strait Islander Education Action Plan and The Aboriginal and Torres Strait Islander Policy are mandatory documents currently being implemented at MHPS. We continue to provide high expectations of all students, including Aboriginal students. Cultural activities were scheduled at different times in the year, including NAIDOC Day, a school-wide celebration of Aboriginal culture. On this day our students participated in a range of learning experiences focussed on and raising the profile of Aboriginal culture including a highly informative and entertaining whole school presentation from acclaimed Aboriginal performer Sean Chulburra. All staff participated in Stronger Smarter training which increased our awareness of developing a positive sense of cultural identity and using dynamic approaches and processes, anchored by high expectations. The President of the Muloobinba Local Committee of the Aboriginal Education Consultative Group (AECG) once again generously gave of her time to attend the annual Awards Presentation Ceremony in December. At this ceremony, the acknowledgement of Country was performed by one of our Year 5 Aboriginal students.

**Multicultural education and anti-racism**

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

Mount Hutton has an Anti-Racism Contact Officer (ARCO) who is trained to address issues in this important area. Pleasingly, throughout 2014, the ARCO received no complaints about racist language or behaviour from students or community members.

**Aboriginal background**

In 2014, Mount Hutton P.S received an additional $10,458 through the Resource Allocation Model (RAM) equity funding to supplement programs for indigenous students. The majority of these funds were allocated to additional School Learning Support Officer time to assist students in classrooms. Updated resources and cultural activities were also made possible as a result of this funding.

**Socio-economic background**

$107842 in equity loading was allocated to support additional school resourcing using the Resource Allocation Model (RAM) based on socio-economic status as determined by a number of factors including the Family Occupation and Education Index (FOEI). Throughout 2014, these funds were made available to release executive staff from class to mentor teachers, facilitate professional learning of staff, purchase additional teaching and learning resources and upgrade signage for the Positive Behaviour for Learning program. The school also employed an additional School Administration Officer two days per week to help facilitate technology programs and maintenance within the school.

**Learning and Support**

$15099 was made available to supplement learning and support programs at MHPS. This funding allowed for upgraded School Learning Support Officer time to assist students in mainstream classes with additional learning needs.
Other significant initiatives (EAFS)

Early Action for Success (EAFS) is the strategy through which the Department of Education and Communities is implementing the NSW Literacy and Numeracy Action Plan. The strategy combines high quality leadership, a focus on individual students and early intervention to ensure students at risk of not achieving expected outcomes are identified and receive additional support. A feature of the strategy is the appointment of Instructional Leaders, Literacy and Numeracy to strengthen leadership capacity and teaching expertise. Our school continues to have an instructional leader appointed for the next 3 years, who will work with K-2 teachers and students.

Through the Early Action for Success program teachers meet every term through the Waiyarang Community of Schools K-2 Professional Learning Network. The Instructional Leader develops their knowledge and skills in delivering high quality literacy and numeracy lessons to their students. Teachers also participate in 1:1 mentoring sessions, where they are provided with specifically targeted professional learning. The topics covered in professional learning sessions this year have been:

- Data interrogation to direct student learning focuses
- Effective teaching of reading
- Expressive and Receptive language development
- Running records and reading instruction at point of need
- Understanding the new English Syllabus
- Literacy and Numeracy Continuums – Consistent valid teacher judgement
- Writing Instruction - moving from guided to independent

This year tiered intervention groups were introduced into the K-2 learning environment. These groups allowed personalised student needs in reading and writing to be addressed.

An identification process through the Learning Support Team determined whether the intervention was one on one, small group or whole class. These lessons were delivered by a specialist teacher. The following graphs demonstrate the decrease in K-2 students being educationally at risk Term 4 Week 5 in the aspect of writing.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent and Community focus group.
- Student surveys and class forums.
- Staff surveys.
School planning 2012-2014:

School priority 1 - Literacy

Improved levels of literacy achievement for every student.

Outcomes from 2012–2014

2014 NAPLAN growth data for aspects of literacy across 2012-2014 indicates that there has been an upward trend particularly in the areas of reading and writing.

Evidence of achievement of outcomes in 2014:

- In Year 2 72% of students achieved the L3 benchmark compared to 65% in 2013.
- In Stage 2 48% of students achieved grade level by the end of 2014.
- Increase in the number of students in Year 1 reaching benchmark on the Literacy continuum.
- Explicit teaching of comprehension and inferential skills through L3 initiative and Focus on Reading.
- Continuation of lesson study approach across the other schools in the WCoS LMG.
- Strengthening of teacher capacity in the implementation of strategies to differentiate the curriculum.
- Professional development for Stage 2 and 3 teachers in PLAN data.
- Focus on Literacy continuum at team meetings and staff meetings to ensure assessments align with the aspect and cluster outcomes.
- Strengthen teacher capacity through the Early Action for Success (EAFS) initiative by increasing Executive release and clustering RFF to build team capacity to implement this initiative.
- Continuation of the speech program across schools in WCoS LMG lead to improvement in vocabulary knowledge of students in K-2.
- Continuation of Public Speaking and Debating saw achievements at school and regional levels with the debating team winning some debates.

Strategies to achieve these outcomes in 2014

- Improve teacher capacity to understand and implement the new National Curriculum in English (K-10).
- Review and replace, where necessary, resources in home reading and guided reading across all stages.
- Review teacher skills in comprehension teaching and learning. Where required, train teachers in effective comprehension teaching and learning strategies.
- Align Kindergarten literacy program with that of the other schools in WCoS LMG through training in and implementation of L3.
- Align Primary literacy program with that of the other schools in WCoS LMG through training in and implementation of Focus On Reading.
- Engage Speech therapist one day per week through EAFS to support teachers in integrating speech lessons into their regular class programs and to timetable individual support for targeted students.

School priority 2 - Numeracy

- Increase the percentage of Stage 2 and 3 students achieving sound (C) or better in the A-E scale in Working Mathematically strand to 72%.

Outcomes from 2012–2014

2014 saw a significant drop in Working Mathematically grades across students from Stage 2 and 3.
• 58% of Stage 2 and 3 Students achieved C or better in Working Mathematically
• 64% of Year 3’s reached C or above
• 64% of Year 4’s reached C or above
• 61% of Year 5’s reached C or above
• 62% of Year 6’s reached C or above.

However, 2014 also saw an increase the percentage of students reaching expected growth or greater in NAPLAN numeracy from Year 3 – Year 5 to 55% in 2014 (from 2010-2012 average of 49%). And 63.2% of Year 5 students achieved greater than or equal to expected growth in Numeracy

Evidence of progress towards outcomes in 2014:
• In Numeracy, 59% of Year 3 students achieved Band 4 or higher
• In Numeracy, 79.1% of Year 5 students achieved Band 5 or higher
• In Numeracy, 63.2% of Year 5 students achieved greater than or equal to expected growth.

Strategies to achieve these outcomes in 2014:
• Maintain and Implement Targeting Early Numeracy (TEN) Intervention Program. Combine this program with ongoing support from Early Action For Success Program and Instructional Leader.
• Continue to maintain and implement Taking Off With Numeracy (TOWN) Program Year 3-6 in 2013-2014
• Use Numeracy continuum to support identification of numeracy learning that children bring to school and use this information to support planning and delivery of quality numeracy teaching.
• Improve teacher capacity to understand and implement the new mathematics curriculum (K-10)
• Update numeracy resources and interactive learning.

School priority 3 - Student wellbeing and support (PBL)

Outcomes from 2012–2014
• Improved attendance rates.
• Decreases in suspensions rates and referrals to "Civics" program.
• Students gained access to a wider range of playground activities which enhance positive social skills.
• Improved welfare and whole school systems

Evidence of progress towards outcomes in 2014:
• There was 100% increase in staff that said there were now 3-5 positively and clearly stated student expectations or rules that are defined.
• 91% increase in staff who believe that expected student behaviours are taught and rewarded directly.
• 92% increase in staff who believe that consequences for problem behaviours are defined clearly.
• 91% increase of staff who agree that data on problem behaviour patterns are collected and summarised with an ongoing system.

Strategies to achieve these outcomes in 2014:
• Introduction of Positive Behaviour for Learning (PBL) across whole school.
• Introduction of a highly motivating, equitable, whole school reinforcement schedule which recognises positive student behaviour on a regular basis.
• Redefining the role of the LAST to incorporate greater focus on individual and whole school wellbeing issues including additional support for students at risk of becoming disengaged due to behavioural and academic issues.
• Enhanced leadership opportunities for students in years 5-6 through the Peer Support Program and Student Representative Council.(SRC)

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed and asked to respond to three statements which encompassed school
strengths and weaknesses and their vision for our school. All parents responded positively to each of the dimensions of the survey including support for areas such as school tone, PBL, satisfaction with improvements to school resources and infrastructure, communication and teacher quality.

A survey of the entire staff was undertaken in Term 3, 12 months after the same Positive Behaviour for Learning (PBL) 2013 survey was undertaken. An evaluation of the data found a huge upward shift in the staff’s perception of the effectiveness of school-wide, student management, playground and classroom systems.

This data shift is also reflected in improved school wide outcomes across a number of areas including attendance, suspension, student achievement and recognition.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The plan will clearly outline the schools vision for the next three years, the school's context and the process undertaken in formulating the school's directions. The plan will also identify 3 strategic directions through which the school will endeavor to improve student outcomes, enhance community engagement and build capacity of staff. These are:-

1. Innovative Teaching and Learning
2. Quality Learning Environments
3. Engaged Learning Communities

Key elements of this plan will be outlined using a 5P process whereby stakeholders identified the purpose of the plan, the people required to implement the plan, the processes required and the anticipated products and practices. The plan will be monitored on a five weekly cycle and reported on annually.

**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.

Steve Gately (Principal)
Julie Phillips (Assistant Principal)
Alison Tuck (Assistant Principal)
Shannon Sampson (Classroom Teacher)
Kerrie Grennell (Learning and Support Teacher)

**School contact information**

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School Code: 3939

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: