Our school at a glance

Students

In the 2012 school year 166 students (82 girls and 84 boys) were enrolled from Kindergarten to Year 6. The total included eight children (five boys and three girls) enrolled in the multi-categorical class.

Staff

Our teachers and support staff are a highly skilled, motivated and eclectic group, working collegially to improve learning outcomes for all students.

Significant programs and initiatives

Significant programs in 2012 included the formation of the Waiyarang Community of schools, a collegiate of five local schools including Mount Hutton P.S., Windale P.S., Wiripaang P.S. (formerly Gateshead and Gateshead West), Lakeside SSP and Hunter Sports High. These neighbouring schools have come together to share ideas, expertise and professional learning in supporting students from K-12 in our local area. It is anticipated that this partnership will continue to evolve from 2013 and beyond. Other initiatives include the establishment and development of a successful environmental sustainability program, further progress in teaching and learning in literacy and numeracy, consolidation of our work in information and communication technologies (ICT) and continuing improvement in the promotion of our school in the local community.

Student achievement in 2012

The National Assessment Program – Literacy and Numeracy (NAPLAN) began in 2008; 2012 is the fifth year of its implementation. The results for this year’s Year 3 group were still below the state expectations in both literacy and numeracy and we have made no considerable gains since 2011. NAPLAN highlights included some pleasing results for Year 5 boys in the aspect of reading whereby they improved by 47 scale scores which was 26 scores above the state average.

In terms of whole school growth we are above average in reading compared to the State average, however fall marginally below state average growth in grammar and punctuation and well below in spelling. Pleasingly, no student in year 3 was below the minimum standard in reading or numeracy.

Messages

Principal's message

2012 has been a year of achievement, celebration and change for Mount Hutton P.S. Academically, we continue to make pleasing gains in areas such as reading and at the same time are continuing to address areas where our outcomes show that we have room to improve.

Most significantly, the school farewelled Principal of 17 years, Mr Jim Findlay. Mr Findlay retired at the end of Term 3 and was of great support to myself in undertaking the role of Principal from Term 4. Mr Findlay’s outstanding contribution to the Mount Hutton community is unquestioned. He leaves a legacy of exemplary leadership and support which sees the school well situated to continue delivering high quality educational programs for years to come. We wish him well in his retirement and thank him sincerely for his selfless dedication to public education.

Principal’s message
The two standout events of 2012 were undoubtedly our school musical "Mount Hutton at the Movies" and our "Twilight Fete" held in September/October. Parent support for both of these events was wonderful and highlighted not only the extent of talent of our students, but the heart-warming support and generosity of our school community.

This year has been another year of academic success for our students, particularly in terms of our Year 5 boys NAPLAN results. It has also been a year of development for our school. The out-of-school-hours and vacation care centre (OOSH) continues to provide quality before and after school programs for families.

Once again the cornerstone of our school has been our hard working P&C. This dynamic, enthusiastic band of parents have achieved remarkable outcomes despite their small numbers. As a school we are very grateful for their interest and input.

Along with the canteen sub-committee, we thank them for their continuing excellence in 2012.

Our prospective enrolments reflect declining numbers across the Region with only 17 students enrolled in Kindergarten for 2013. The school will have seven mainstream classes at the beginning of 2013.

The next three years promise to be exciting and interesting. The school has planned some significant developments in the next two years. The introduction of the new National Curriculum phased in over the next three years will see our staff undergo significant and extensive professional learning in the way in which they deliver the new syllabus. This is reflected in our modified 2012-2014 plan which will focus on improved student learning in literacy and numeracy, on learning through information and communication technologies, and learning about sustainability in the environment. As an additional priority for 2013, we will also be implementing a range of programs aimed at improving outcomes in student wellbeing and support.

From a resources viewpoint, the focus will be on purchasing fixed playground equipment, a move which is endorsed by the P&C. Our goal of engaging children in structured, supervised play at lunch and recess is one which will require significant input and support from our school community.

It is with a great deal of excitement and anticipation that I look forward to leading the school and supporting the local community in 2013.

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 has been another busy year for the school in 2012 and we have seen many changes. We said farewell to Mr. Findlay, who had decided that retirement sounded like a great idea and finished at the end of Term 3. We continue to wish him all the best with life after Mt Hutton. On behalf of the current P&C and those of past, our thanks go to him for his years of support and guidance and his open door policy, which has enabled us to come to him with problems and leave with solutions.

It was with much excitement and anticipation we welcomed Mr. Gately at the beginning of Term 4. We take this opportunity to officially welcome him and we look forward to achieving greatness alongside him and his staff. He hit the ground running and after an impressive start on Fete Day this year, we have decided he is a keeper and we say Welcome!

The P&C in 2012 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 are delighted to announce that there are four new top of the range...
computers and a laser printer in our new library, there are brand new guitars in our fledgling Music program, and new home readers have been purchased for both the infants and primary students along with home reader diaries. These purchases are not possible without fundraising and to those parents and friends of the school who have assisted on occasion this year we say thanks. We have this year seen events such as Mother & Father’s Day BBQ, Easter raffle, Trivia night, Barefoot Bowls Day, Election Day, Education Day BBQ, Canteen Red days, discs and BBQ on the school Musical nights. We have also funded the bus that took children on their Gold Award day in December. We will continue to look for new ideas and ways to fundraise for our school.

Our major fundraiser for the year was the school fete, held in October. I would like to acknowledge the hard work of every parent who attended fete meetings all year, worked so hard on fete day and especially those that turned up from the start of the day and help right through to clean up that night. We could not do what we do without your help.

At the last meeting attended by Mr. Findlay, it was bought to our attention, the contribution made to the school by P&C committees over the years. To put it mildly, it is staggering.

- 60th anniversary paved seating area at the front of the school
- Aluminium seats outside the office and the seats up near the basketball court
- The basketball court/games court and surrounding landscaping
- The large COLA and part of the costs for the small COLA out the front of the canteen
- The changeable noticeboard at the front of the school
- Significant contribution to the air conditioning of the all the classrooms
- The gates and the entry to the car park
- Intensive lobbying to all parties concerned for the large black security fence currently being erected around the school
- The garden bed with the pencils outside the office
- Tables and seats outside the canteen.
- Most of the cost of the interactive whiteboards or Smart boards in each classroom
- The moveable wall between 4/5P & 3/4M
- Soccer posts on the bottom field
- Retaining walls and seating areas near the big COLA
- The vegetable garden
- Lighting, sound and the stage curtains for the hall
- Canteen fit out and maintenance
- Nature trail and walk through the bush area on the northern boundary.

What this list shows is the importance of a P&C in the school. In some cases, the P&C can ensure the continued survival of certain programs and even the introduction of programs run inside the school. Perhaps as you read this you will have an idea about something that would be great in our school? Ideas and suggestions are always welcomed and encouraged, and I look forward to hearing them all.

We said farewell in 2012 to two longstanding members of the P&C, Fran Berwick and Cheryl Rook. We have been very lucky to have these two women and their families on board for many years and we wish them all the best and they will be sorely missed.

To the Year 6 students of 2012 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 continued effort you make for your children’s school. I look forward to seeing you all and hopefully some new faces in 2013.

Paula Greentree (P & C President)
Student representative’s message

This year has been an exciting year for us! We have taken on great leadership roles as Captains and Vice Captains. We have also represented Mount Hutton PS at many different functions like Leadership Days and ANZAC Day ceremonies. We have had fun running the special and the normal assemblies for this year, such as the ANZAC Day assembly, Easter Hat parade and the Leaders induction ceremonies. We have also had a great time running the SRC meetings. We have all gained great leadership skills out of this year. We have gotten better at our public speaking skills and being great role models for younger students. When we were about to start our role as school leaders we were all very nervous, but over the past year we have learned the skills to help us build the confidence we need to take on any task!

We would like to thank all of the teachers especially Miss M. We would also like to thank our class for helping us every step of the way. A huge thank you to the year 6 parent committee for all their fundraising efforts.

We would like to thank Mr Findlay and Mr Gately for helping was throughout the year!

We would like to wish the new captains and vice captains for 2013 good luck and we hope you have as great and exciting a time leading the school as we have had!

(Emily and Josh, 2012 School 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.
table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 21 March 2012.

<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>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1B</td>
<td>K</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>K/1B</td>
<td>1</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1/2S</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>4/5P</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>4/5P</td>
<td>5</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>20</td>
<td>28</td>
</tr>
</tbody>
</table>

**Staff information**

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

The Mount Hutton school staff is made up of a principal, two assistant principals and six full-time teachers (including one shared position). 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 18 years.

**Staff establishment**

<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 Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.8</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>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.4</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. One member of staff at MHPS identifies as being an Aboriginal person.

**Staff retention**

Apart from the appointment of the new Principal, there were few changes to staff in 2012. Mrs Julie Phillips was successful in gaining the Assistant Principal position, on merit, commenced duties at Mount Hutton at the beginning of Term 1. One long term temporary teacher took leave to have a child at the end of the term 4.

**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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $50612.01
- Global funds: $116454.40
- Tied funds: $102078.39
- School & community sources: $37392.69
- Interest: $2562.64
- Trust receipts: $4193.80
- Canteen: $0.00

**Total income**: $262681.92

**Expenditure**

- Teaching & learning
  - Key learning areas: $15013.74
  - Excursions: $13425.28
  - Extracurricular dissections: $22281.10
- Library: $5539.01
- Training & development: $7429.63
- Tied funds: $108986.31
- Casual relief teachers: $34272.44
- Administration & office: $26689.74
- School-operated canteen: $0.00
- Utilities: $23571.72
- Maintenance: $3563.34
- Trust accounts: $4193.80
- Capital programs: $0.00

**Total expenditure**: $264966.11

**Balance carried forward**: $48327.82

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 $48,327.82 includes support programs funding committed for the final month of the school year, global funds carried over for specific purposes to 2012 and global funds retained to ensure there is a reserve to address unforeseen circumstances in 2012.

Voluntary school contributions were set by the P&C at $20 per student. A full copy of the school’s 2012 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 2012

Achievements

Environment

Students in classes K-6 were involved in the sustainability activities:

**Waste Audit** – Lake Macquarie City Council (LMCC) visited the school and ran a waste audit workshop where the 5/6 students weighed the waste from the previous day. The results showed that the majority of our waste to landfill was from food scraps, packages and paper. LMCC also conducted 2 recycling workshops for 3/4 and 4/5 on the day where the students participated in hands on activities learning about Avoid, Reduce, Reuse, Recycle.

We used the results of the audit to drive our recycling programs in our school. All classes, the office, staffroom and the canteen recycle paper. The paper is put into 3 yellow bins and collected fortnightly by the solo truck.

We have a can cage which staff and students all work together to recycle aluminium cans. It has been filled once already since term 3.

The Environment team collects fruit scraps and delivers them daily to the worm farm or compost.

Our litter reduction program encourages students to keep our school environment clean and litter free. The environment team rewards students with raffle tickets when spotted picking up their rubbish and 2 slushies and awards are presented at the Friday assembly by the environment minister.

**Biodiversity Audit** – LMCC visited the school to conduct a biodiversity audit of the bush/nature...
trail behind the year 6 classroom. Students used magnifying glasses and recorded the number of plants and animal in a designated area. The results showed a lot of spiders, some birds and native shrubs and plants.

**Sport**

Again in 2012 at MHPS we strove to provide students with a wide range of sporting activities. This gives students an opportunity to participate in and try sports that they may not otherwise have the opportunity.

Students in Kindergarten to Year 6 participated in a sports program that focused on the development of the fundamental movement skills (FMS). The students rotated around different groups to ensure that all 12 FMS were covered. Students in Years 3 – 6 then used these skills in an actual sporting situation. Over the last three years we have endeavoured to provide students with a wider range of Friday afternoon sport activities available to them. Some inclusions this year have been Interschool rugby league competition where approximately 34.5 per cent of all senior students participated in our senior team and 39.2 per cent of Year 3 and 4 students participated in our junior Rugby League team.

We also provided swimming lessons that catered for all students’ ability levels and students from Years 2 – 6 were invited to participate. This year 26 students participated.

These sporting opportunities allowed students to practice skills learnt in PE lessons and ensure that they competed more competitively in PSSA knockout competitions.

To assist families with cost and organisation we now send out a sport planner at the beginning of the year that outlined what sports will be available and the cost involved for primary students.

We competed in many knockout competitions throughout the year; again to provide students with as many opportunities as possible in their school lives. This has increased parent involvement within the school. Parents had the opportunities to drive students to their sporting events, assist with coaching teams and support their children and their community. This year we participated in cricket, netball, soccer and rugby league knockout competitions where we finished second in the prestigious ’Paul Harragon Cup’.

We also held our annual swimming, athletics and cross country carnivals. These events are always aimed at 100 per cent participation. This year we held very successful carnivals and many students went on to compete at the zone level. Mount Hutton students competed very well at these carnivals. We had several students place in their heats at the zone athletics carnival, we also had one student place 6th at zone cross country and went on to represent the Eastlakes zone at regional cross country.

Another student was selected in the regional girls soccer team as well as the train on squad for the regional girls cricket team.

These are huge achievements for our school and we hope to continue to build on this success in 2013.

**Other 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)

Reading – NAPLAN Year 3
Data shows that our school remained below the state average and that we have made no considerable gains since last year.

Reading – NAPLAN Year 5
Numeracy – NAPLAN Year 5
Average Growth (94.2) for Year 5 students was once again below that of the State Average (96.6).

Areas of concern in common with 2011 items of concern were Fraction and Decimals. Other numeracy areas for future development include Patterns and Algebra, 2D Space, Working Mathematically and Problem Solving.

Progress in reading
Trend data showed that the schools average growth was well above average growth for the state.

Year 5 Boys were above the state by 26.1 points. Year 5 Girls, however, were below state by 14.8 points.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.4</td>
<td>73.6</td>
<td>108.5</td>
</tr>
<tr>
<td>SSG</td>
<td>79.9</td>
<td>73.6</td>
<td>76.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Teachers and other 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. School events and assemblies are opened with an Acknowledgement of Country, and the President of the Muloobinba Local Committee of the Aboriginal Education Consultative Group (AECG) once again generously gave of her time to open the annual Awards Presentation Ceremony in December.

**Multicultural education**

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. In 2012 the ARCO received one complaint about racist language from a student which was resolved to the satisfaction of the school, student and family.

**Progress on 2012 targets**

The 2011 Annual Report included targets in literacy, numeracy and ICT (Information and Communication Technologies).

**Target 1**

Improved levels of literacy achievement for every student.

- Increase the percentage of students in Early Stage 1 and Stage 1 achieving Reading Recovery targets from 54% in 2011 to above 70% by the end of 2012.
- Boost the percentage of Stage 2 and Stage 3 students who are identify as confident public speakers from 64% in 2011 to above 80% by the end of 2012.

Our achievements in reading include:

- 61% Year 5 students achieved growth that was greater than or equal to expected growth in aspects of Literacy.
Their growth was better in Reading and Grammar & Punctuation. Compared to the state growth was greater in reading only.

- In reading 82% of boys had greater than or equal to expected growth compared to the girls 56%.

- 8% of boys had greater than or equal to expected growth in spelling compared to the girls.

- 22.7% of boys had greater than or equal to expected growth in grammar & punctuation compared to the girls.

- In reading our average growth is 95 and 17.2 above the state.

- Year 5 (Boys-11 students) have improved by 47 scale scores from the 2011 data in the test aspect of Reading.

- Year 5 (Boys-11 students) are 26 scale scores above the state average in the test aspect of Reading.

- Year 5 (Boys-11 students) are 33 scale scores above the state average growth in the test aspect of Reading.

Our achievements in Talking and Listening include:

- Teachers from Stage 2 and Stage 3 worked together to devise a scope and sequence with learning activities to explicitly teach aspects of talking and listening. Debating was the focus for term 3 in all Stage 2 and Stage 3 classes. Debating skills were addressed in conjunction with discussion writing.

- 100% of the 8 students and 1 teacher who participated in debating this year indicate:
  a) They have a significantly higher understanding of the format of debates.
  b) They have gained confidence in presenting planned and impromptu speeches.
  c) Debated in front of an audience.
  d) In particular, they indicated a greater understanding of rebuttals and the importance of team work.

- 90% of Stage 3 students also indicated as a result of explicitly learning the format of debates and watching some formal debate between two teams, that they have a higher understanding of how debates are structured and have developed their own confidence in this area.

**Target 2**

Improved levels of numeracy achievement for every student.

- Increase the percentage of Stage 2 and Stage 3 students achieving sound (that is, “C”) or better in the A-E scale in the Working Mathematically strand from 58% in 2011 to 70% in 2012.

- 100% of students achieve the Early Stage 1 and Stage 1 targets of the Targeted Early Numeracy (TEN) program by the end of 2012.

Our achievements include:

- 74% of Stage 3 students achieved sound or better in Working Mathematically Strand.

- In NAPLAN Numeracy 70% of Year 3 students achieved Band 3 or higher.

- No year 3 Students below National Minimum Standard.

**Target 3**

Improved student and teacher application of interactive technologies in teaching and learning.
• Improve by one band the 2011 performance of teachers and school systems, as assessed by the “ICT Matrix”, by the end of 2012.

Our achievements include:

• All students participated in some Connected Classroom activities. Students in Kindergarten, Year 1 and Year 2 experienced an author study and participated in a virtual excursion visiting a zoo. Three senior classes attended a virtual meeting about the Climate Clever Energy Savers program they were participating in, a virtual presentation about the Great Pacific Rubbish Patch. A senior class participated in an art presentation on invertebrates. While teachers watch for opportunities to participate in connected learning, limited options have presented which would enhance curriculum programs.

• Students and teachers in Early Stage 1 and Stage 1 classes use Notebook software, Learning Federation learning objects through the Teaching and Learning Exchange (TaLe), interactive software to support numeracy and literacy and publishing software such as Word and PowerPoint. Stage 2 and Stage 3 classes use a broader range, including Blog Ed, search engines, Webquests and pathfinders, publishing software Word and PowerPoint, email, Notebook software, Learning Federation learning objects through TaLe, interactive software to support numeracy and literacy, and access to different websites to support learning across key learning areas.

• Training sessions throughout the year lifted teacher’s skills in ICT (both sharing and led by a staff member).

• Teachers and students are accessing a range of stage-appropriate ICT in their classrooms in English, mathematics, science and technology, creative and practical arts, and human society and its environment.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of:-

1. Environmental Education for Sustainability

Students from K-6 were surveyed to provide feedback on 2012 sustainability projects and initiatives. Teacher discussions also provided information needed to plan future directions.

Findings and conclusions

• An Education for Sustainability team was formed that included teachers, students and community members. Meetings were held in the Library and Information Centre at second half lunch once per month.

• Three teachers were trained in the principles and practices of the Climate Clever Energy Savers program. Students from Stage 2 and Stage 3 worked with their class to identify a sustainability issue in our school and developed a creative and practical proposal for action.

• Staff worked together in stage groups to commence the design of a K-6 EFS scope and sequence. Areas of the curriculum were identified which would be suitable to integrate EFS outcomes.

• Students in all years participated in teacher-designed activities leading to improved sustainability. 100% of students participated in whole school environment groups every Wednesday at 12:30. The group activities included:

- Gardening – growing own produce
- Recycling – Art & Craft
- Playground Games
- HSIE- countries and environment
- Science – experiments
- PE – relaxation/yoga
- Cooking & Organic Food
- Music
Students indicated the popularity of the activities by voting for the ones they enjoyed the most. The positive response to the activities can be seen in the graph below. Students all indicated they would like the groups to continue with the suggestion of including the nature trail in the activities and easier yoga for the younger students.

Future directions

Students indicated the following future directions:

- Plastic container recycling
- Continue to monitor and reduce energy consumption using the CCES media campaign
- Water Conservation – bubblers, taps in toilets and watering vegetable garden (recycle rainwater?)
- Biodiversity projects e.g. native bird feeders
- Zero waste lunches
- Further develop the produce garden
- Fundraising for an environmental cause
- Weekly assembly awards for green classes
- Selling garden produce in the canteen

2. Professional learning

At Mount Hutton Public School all staff members take part in professional learning to support the implementation of key priority areas and plans.

During 2012 the school spent approximately $16265 on professional development ($8836 in tied funds for Targeted early Numeracy (TEN) and Climate Clever Energy Savers (CCIS) initiatives and $7429 school allocation). An average of $1161 was spent per staff member. This 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 the commencement of term 1, 2, 3 and the last two days of term 4.

Key Initiatives

Mathematics

In 2012 Mount Hutton Public school took part in two mathematics initiatives ran by the Department of Education. These initiatives were supported with further staff meetings within the school.
Seven teachers on Early Stage One and Stage 1 were trained in the Targeted Early Numeracy Program (TEN). A $4000 grant was received to participate in this program, while the school contributed funds for an additional 3 teachers to attend each workshop and implementation of the program.

Professional Learning for K-2 teachers included working with a TEN coordinator to provide:

- Initial training of Assessment procedures and analysing data
- In class support / demonstration lessons / team teaching
- Planning for short, focused lessons and differentiating activities
- Content is drawn from the K-6 Mathematics Syllabus/Sample Units of Work and the Learning Framework in Number (Numeracy Continuum)

Stage 2 and Stage 3 teachers attended ongoing professional learning sessions throughout the year to complete Phase 1 and Phase 2 of Taking off with Numeracy program. This program is designed to assist teachers to identify where students' solution methods in mathematics are breaking down, and provide explicit guidance to move the students beyond the identified hurdles. An emphasis is placed on the sequential development of place value and multiplication and division. All teachers attended seven workshops throughout the year and were required to complete between session tasks including student assessment, student tracking and lesson study observations. The program equated to 39 hours of professional learning and was fully funded by the school.

**Literacy**

Executive led staff development sessions focused on the creation of a school based scope and sequence in talking and listening K-6; devising rubrics (A-E) to assess students' public speaking skills, revising our school based grammar scope and sequence K-6 and aligning it with text types in writing; and utilization of Departmental expertise to in-service teachers in Inferential Comprehension.

Three teachers from Early Stage 1/Stage 1 attended two days of Best Start Gifted and Talented Training and three teachers attended stage relevant training on Effective Guided Reading Processes.

K-2 teachers attended regular Best Start Network Meetings throughout the year.

**Learning Support**

Our Learning Assistant Support Teacher and three teachers completed three online sessions for the Inclusion of learners with Speech, language and communication needs. Our LAST attended three conferences throughout the year to upskill in the new role definition of LAST and completed Module 1, Learning and Support: Making and Difference (Welfare and Equity). One teacher attended Dyslexia workshops.

The professional learning budget was also utilized to support our multi categorical teacher in attending a Down syndrome workshop, partaking in lesson observations in other multi categorical classroom settings and the participation in a Diverse Learning workshop.

School Learning Support Officers (SLSO’s) attended two days of Staff Development specifically designed for the SLSO and support staff role. Two SLSO’s also attended an administrating medicine update course.

**Other Professional Learning**

Other significant professional learning included one teacher attaining Rugby Level 2 Coaching certificate to allow training and supervision of school rugby league teams in training and competition.
With the appointment of two new Assistant Principals since 2011, both AP’s attended a two day Executive Induction Program and also attended professional learning in Financial Management.

School based professional learning included the mandatory participation of all staff members in online emergency care/asthma training, maintaining our asthma friendly school status through training provided by the asthma foundation, child protection updates, first aid and resuscitation, NAPLAN analysis.

Two staff members attended a one day session on Peer Support to allow this program to be fully implemented in 2013 across the school.

Staff Development Days were utilized to up-skill staff on key areas of numeracy, literacy and sustainability. Sessions were also held to formulate school based scope and sequence for PD/Health and PE. Initiatives within the Waiyarang Community of Schools also commenced with the collegial sharing of best practices in a workshop style day Term 3, stage meetings during term 4 to further explore consistent teacher judgment in assessing and reporting, the collaboration of Instructional Leader and Speech Therapist for 2013 and attending a day of training in Stronger Smarter in term 4.

New Scheme Teachers

In 2012, Mount Hutton Public School had two full time teachers and one temporary part time teacher accredited with the Institute of Teachers. All three teachers have accrued hours towards maintaining accreditation throughout the year, with the two full time teachers attaining significant Professional Learning hours to maintain accreditation. One temporary teacher undertook 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 ran 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.

Future Direction

In 2013 a substantial amount of professional development will occur to support our Early Action for Success initiative in K-2 utilising the support of our WCoS Instructional Leader and Speech Therapist to support teaching and learning initiatives in literacy and numeracy. In particular professional development will focus on identifying the level of attainment in literacy and numeracy for each child and tailor a specific program of learning to that child’s needs; and change teaching practice from a focus on the whole class to a focus on the needs of the individual student.

As part of the school’s commitment to both the TEN and TOWN program in 2012 it is also
compulsory that we maintain these initiatives in 2013.

In 2013 the Kindergarten teacher will obtain training in Language, Learning and Literacy (L3). L3 is a research-based, cost effective Kindergarten classroom intervention, targeting text reading and writing. It has been designed to complement the daily Literacy program for students who enter school with diverse literacy backgrounds. As a commitment to this program Kindergarten teams from participating schools will:

- Attend and participate in all 12 half-day training sessions with other Kindergarten teams from a small community of schools. (Release funded by schools)
- Participate in a minimum of four half day collegial visits, involving classroom observation and discussion with the L3 regional trainer.
- Complete between session tasks, collect and submit student data every 5 weeks.
- Attend and participate in all ongoing professional learning training sessions in the second year of training with other Kindergarten teams.

The Stage 2/Stage 3 Assistant Principal will attend training in Focus on Reading 3-6 an intensive, research based course designed to be completed over 18 months to 2 years of professional learning. It requires all Year 3 to 6 teachers to examine, reflect on, implement, refine, practice and apply new learning to their teaching of reading. The executive will be required to deliver the Phase 1 program to school based participants throughout 2013 with the support of regional consultants.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All students from our senior class were surveyed and the results showed that students feel their school is a place where they like to go, they feel proud to be a student at Mount Hutton Public School, the teachers are fair to them and help them to do their best and they get along well with other students, were the best supported statements from the survey.

Parents were surveyed on the four-point scale, “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree”, all parents responded either “Strongly Agree” or “Agree” to each of the dimensions of the survey. They unanimously “strongly agreed” that the school provides an environment where students can feel safe and secure and that students are encouraged to do their best.

Staff responses were equally as positive with the best supported responses from the survey including the school supports communication about student learning between home and school and teachers provide learning opportunities within a stimulating and secure environment.

Students, staff and parents all believe the school is a positive and supportive place where expectations are high and communication with all stakeholders is effective.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are
consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 - Literacy**

**Outcome for 2012–2014**

Improved levels of literacy achievement for every student

**2013 Targets to achieve this outcome include:**

- Increase the percentage of students achieving Reading Recovery targets: in Early Stage 1 from 54% in 2012 to above 70% by the end of 2013, in Year 1 from above 40% in 2012 to above 55% by the end of 2013, in Year 2 from above 60% in 2012 to above 75% by the end of 2013.

- Boost the percentage of Stage 2 and Stage 3 students who are identify as confident public speakers from 64% in 2011 to above 80% by the end of 2012.

**Strategies to achieve these targets include:**

- Improve teacher capacity to understand and implement the new National Curriculum in English (K-10).

- Embed a common framework to support the management of literacy teaching and learning.

- Review and replace, where necessary, resources in home reading and guided reading across all stages.

- Review Talking and Listening scope and sequence to align with text types (incorporating assessment tasks based on rubrics using the A to E scale) and which builds a platform for improved student skills in public speaking and debating.

- Develop spelling program which builds a platform for improved student skills in NAPLAN.

- Review teacher skills in comprehension teaching and learning. Where required, train teachers in effective comprehension teaching and learning strategies.

- Align K-2 and Primary literacy programs with that of the other schools in WCoS LMG through training in and implementation of L3 and Focus on Reading programs.

- Strengthen teacher capacity in the implementation of strategies to differentiate the curriculum.

- 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.

- Executive and Instructional Leader to strengthen teacher capacity to analyze data that aligns to the Literacy Continuum.

**School priority 2 - Numeracy**

**Outcome for 2012–2014**

**2013 Targets to achieve this outcome include:**

- Increase the percentage of Stage 2 and Stage 3 students achieving sound (C) or better in the A-E scale in the Working Mathematically strand from 71% in 2012 to 75% in 2013.

- Track cohorts K-3 in the Early Arithmetic Strategy, as outlined in Targeting Efficient Numeracy Program, to ensure continued growth of each student and increase the percentage of the cohort reaching target each year.

**Strategies to achieve these targets include:**

- Update links for numeracy resources and interactive learning.

- Executive release and Instructional Leadership time is maximized to support all teachers K-6 in the implementation of best practices in mathematics to ensure curriculum differentiation and student assessment data via formal assessment and continuum tracking is maximized.

- Provide opportunities for students who excel at mathematics to be challenged and extended.

- Maintain and Implement Targeting Early Numeracy (TEN) Intervention Program K-2 and Taking Off With Numeracy (TOWN) Program Year 3-6.
- Implement Best Start to support identification of numeracy learning that children bring to school and use this information to support planning and delivery of quality early years’ numeracy teaching.
- Improve teacher capacity to understand the new mathematics curriculum (K-10)
- Revisit use of consistent teacher judgment for assessing students’ work in alignment with A-E assessment scale.
- Update Numeracy At Home games to ensure they are engaging, easy to follow and able to be utilized as part of homework program.

**School priority 3 - Student Wellbeing and support**

**Outcome for 2012–2014**
Create safer and more harmonious learning environments for teachers, students and the school community.

**2013 Targets to achieve this outcome include:**
- Decrease in the number of suspensions and students referred to "Civics" by 20% by the end of 2013.
- Attendance rates above 94% in 2013

**Strategies to achieve these targets include:**
- 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.
- Replacing the current "Achieve program' with a more streamlined, user friendly system of recognizing positive student behaviour including a more efficient method of teaching "Core Values" at the classroom level
- Implementation of Lunch time social skills program "Cooperation Challenge".
- A wider range of structured, engaging playground activities and resources.
- The Student Wellbeing Team to train staff in implementation of Peer support program (term 1) to be trialed in terms 2 & 3.

- Promotion and celebration of the Waiyarang Community of Schools.
- Effective and efficient follow up of poor student attendance.
- Develop Personalized Learning Plans (PLPs) at the start of the year for every Aboriginal student and review at the beginning of Semester two.

**About this report**
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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