

2021 Annual Report

Mount Hutton Public School



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Introduction

The Annual Report for 2021 is provided to the community of Mount Hutton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

To be recognised and respected for aspiring to achieve excellence in education by meeting or exceeding state level.

School context

Mount Hutton Public School is part of the Glenrock Network and is on the land of the Awabakal People. Mount Hutton Public School is part of the Waiyarang Community of Schools. The school is K-6 and has a current enrolment of 167 students with 28% identifying as Aboriginal. Our students come from diverse socio-economic backgrounds. Our school currently has six mainstream classes and three support classes, known collectively as Pinulputa - meaning strong one.

Our purpose at Mount Hutton Public School is to inspire students to acquire and develop the skills to independently and collaboratively achieve across a range of educational, social and emotional, cultural and sporting endeavours. The school has established a strong sense of community where parent and community partnerships are highly valued. The school is part of the Early Action for Success initiative and has a strong focus on teacher professional learning and effective collaborative partnerships to improve educational outcomes for all students.

Our school is committed to continually improving effective and evidenced based classroom practices, with ongoing professional learning being authentically embedded as the key to ensuring our success. This learning will ensure that both literacy and numeracy growth of our students is enhanced through improved data collection, analysis and use which underpins our core focus on targeted and differentiated teaching and learning.

The majority of Mount Hutton Public School's equity funding will be used to support initiatives in our 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan that may arise over the duration of this plan.

Mount Hutton Public School is a proud Positive Behaviour for Learning school, our school culture is underpinned by the core values of being Safe, Respectful Learners.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Improving student learning outcomes

To achieve excellence and build foundations for future success, we will further develop and refine our implementation of evidence-based practices that are responsive to individual learning needs to ensure quality and inclusive teaching and learning practices are evident.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$6,330.41

QTSS release: \$19,957.00

Low level adjustment for disability: \$12,568.51

English language proficiency: \$1,447.68

Socio-economic background: \$15,755.38

Summary of progress

The initiatives within Strategic Direction (1) were designed to address student learning outcomes through contemporary evidence-based, high-impact educational practices. The intrinsic driver of these initiatives was the collaborative partnership with regional literacy and numeracy advisors and leadership staff to reinvigorate needs-based collaborative teaching practice across the school. To support the re-design and implementation of new teaching models and practices, the school planned extensive professional learning and mentoring opportunities with literacy and numeracy advisors. Funding stage teams off-class simultaneously on a weekly basis required financial and staffing commitment beyond the schools standard budgeting which required a collective approval by all stakeholders. Flexible funding allowed ongoing collaborative 'team-time' meetings to support internal numeracy and literacy leaders to lead professional learning focused on assessing and reporting, data tracking and analysis, curriculum knowledge and differentiation. During Semester One, the collaborating literacy and numeracy advisors were re-appointed to other networks or roles. School leaders continued to lead the literacy and numeracy initiatives, ensuring an authentic and collaborative development and refinement of flexible, innovative programming procedures, practices and expectations. Literacy and numeracy programs in all mainstream and support classrooms meticulously evolved to reflect weekly data analysis and were informed through daily authentic data tracking practices. The most significant and challenging change was the shift in culture from implementing scripted, verbose pre-written programs, to flexible, responsive, data-driven programming that was driven by collaborative discussions in weekly team meetings. Differentiation and personalised goal setting has become responsive to daily formative assessments to support ongoing changes to student needs. Quantitative data revealed 84% of students achieved their minimum progression growth targets within reading and numeracy areas of focus. The school exceeded targets set for the end of 2022 top two bands for reading. External literacy and numeracy advisors recorded the tailored approach and utilised it as a model of exemplary practice for other leaders and networks. Leading into 2022, school leaders have comprehensively planned to maintain expert staff to support initiatives and ensure the continuity of this high-impact evidence-based tailored approach continues to underpin inclusive teaching and learning practices in the future.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving the Top 2 Bands in Reading to be above the system-negotiated target baseline of 29%	Data indicates 37% of students are in the top two skill bands for reading. Our annual progress measure of increasing the number of students above the system-negotiated target baseline of 56.5% was achieved with 82% of

<p>Increase the percentage of students achieving Expected Growth in Reading to be above the system-negotiated target baseline of 56.5%</p>	<p>students reaching Expected Growth in Reading.</p>
<p>Increase the percentage of students achieving the Top 2 Bands in Numeracy to be above the system-negotiated target baseline of 19.1%</p> <p>Increase the percentage of students achieving Expected Growth in Numeracy to be above the system-negotiated target baseline of 62.6%</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 22%.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 61%</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p>Curriculum - from Sustaining and Growing to Excelling</p> <p>Assessment - from Sustaining and Growing to Excelling</p> <p>Student Performance Measures - from Delivering to Sustaining and Growing</p> <p>Teaching Domain</p> <p>Effective Classroom Practice - from Sustaining and Growing to Excelling</p> <p>Data Skills and Use - from Sustaining and Growing to Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Curriculum and Assessment.</p> <p>Although the school has closed the gap, Student Performance Measures will continue to be a focus in 2022 to achieve a measure of Excelling.</p> <p>In the elements of Effective Classroom Practice and Data Skills and Use the school has maintained Sustaining and Growing as measured by the School Excellence Framework.</p>



Strategic Direction 2: Investing in our students

Purpose

To enable our students to 'Connect, Succeed and Thrive', there will be a strategic and planned approach to refining and further developing whole school and individual wellbeing practices and processes to support high levels of student wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Engagement and Wellbeing

Resources allocated to this strategic direction

Professional learning: \$14,046.36

Low level adjustment for disability: \$67,270.80

Socio-economic background: \$44,847.20

Summary of progress

The initiatives within Strategic Direction (2) were designed to authentically address and improve whole school and individual wellbeing and engagement. The foundation of these initiatives concentrated on improving the school's culture by enhancing positive school environment and relationships amongst all stakeholders and accurately embedding the Wellbeing Framework into all school settings through ongoing evidence-based wellbeing practices. Positive Behaviour for Learning (PBL) continued to be the overarching wellbeing framework. Funding ensured PBL experts engaged in weekly data-analysis to inform weekly lessons and allocation of additional intervention, support staff and funds to ensure all students, particularly those significantly impacted by external interruptions to general school operations are supported at school and home. To enhance wellbeing supports, PBL experts worked alongside the newly established Social and Emotional Learning Committee (SEL) to introduce and embed Zones of Regulation in every teaching and learning space within the school. The SEL provided evidence-based professional learning to all staff and analysed internal wellbeing data to inform social and emotional lessons that coincided with the PBL framework. The SEL surveyed classes and worked alongside the Learning Support Team to identify student wellbeing needs and purchased needs-based sensory resources for each class's designated 'Green Zone' (regulation zone) area. Teachers fostered a positive, high frequency communication approach that was underpinned by needs-based curriculum and wellbeing programs that embedded the Wellbeing Framework.

The school continued to refine the school wide approach to attendance and engagement. School leaders tracked and analysed attendance data daily to inform areas of need in the classroom and wider school community. School leaders remodelled student's Personalised Learning Support Plan (PLSP) processes and practices to ensure staff, students, parents and external supports engaged in an authentic and continuous process throughout 2021. This created equal participation in decision-making on aspects that shape the students' educational experiences. The Learning Support Team and school-based interventionists ensured wellbeing and curriculum supports were data driven and flexible to weekly adjustments and guided by student PLSPs. Qualitative survey data indicated 11% above state averages for 'positive behaviour' at school; 8.3 (out of 10) score of 'advocacy at school' above the state average of 7.7; 13% below state average of identified bully victims. Quantitative local data demonstrated a significant drop in negative behaviour incidences reported in 2021. The school will continue to refine the exemplary needs-based, evidence-based wellbeing initiatives moving into 2022 ensuring school experts are maintained to secure continuity of these high-impact systems. The school's vision, purpose and established collective efficacy among staff will continue to underpin these initiatives to enable our students to 'Connect, Succeed and Thrive.'

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school at a level of 90% or	The number of students attending greater than 90% of the time or more has increased by 0.3%.

<p>more to be above the system-negotiated target baseline of 67.9%</p>	
<p>Increase on previous year of students reporting an increased sense of belonging</p> <p>Increase on previous year of students reporting advocacy at school</p> <p>Measurable decrease in negative incident notifications</p>	<p>Tell Them From Me data shows 88% of students reported positive behaviour at school, including a 0.8% increase in advocacy at school, 23% increase in sense of belonging and 0.3% increase in expectations of success.</p> <p>Sentral wellbeing (PBL) data reports a 30% decrease in major negative incidents from 2020 to 2021.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p>Learning Culture - from Sustaining and Growing to Excelling</p> <p>Wellbeing - from Sustaining and Growing to Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture.</p> <p>In the element of Wellbeing, self-assessment against the School Excellence framework shows the school is Sustaining and Growing.</p>



Strategic Direction 3: Inspiring our teachers and leaders

Purpose

By inspiring leaders and teachers and developing their capabilities, we can make a substantial difference to the quality of teaching and therefore the quality of student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leadership, Professional Learning and Wellbeing

Resources allocated to this strategic direction

Literacy and numeracy: \$6,330.42

QTSS release: \$19,957.01

Low level adjustment for disability: \$12,568.51

English language proficiency: \$1,447.69

Socio-economic background: \$60,602.42

Early Action for Success (EAFs): \$102,907.78

Professional learning: \$1,750.00

Summary of progress

The initiatives within the Strategic Direction (3) were designed to inspire leaders and develop their capabilities to enhance the quality of teaching within Mount Hutton Public School. The underlying themes throughout the initiatives focused on collaborative practice through instructional leadership and purposeful professional learning to the needs of staff. Funding delivered through the School Budget Allocation Report (SBAR) was used to provide an additional 2-hours release for staff to engage in stage team professional learning each week. This became the platform of opportunity for aspiring leaders and expert staff to lead and/or contribute to a range of needs-based internally developed professional learning. The school Instructional Leader allocation was funded from a 3-day to a 5-day instructional model to provide greater curriculum leadership and mentoring opportunities throughout each week and to further support the NSW Government's Early Action for Success strategy. Through the challenges faced during 2020-2021, all staff participated in the Flourish Movement program where leaders guided staff through an evidence-based wellbeing program to improve staff awareness of work habits, recognise strengths and areas for development to improve both the school climate and staff wellbeing. Unfortunately, this program was limited to the online data collection phase of the program due to extended interruptions to school operations in Semester 2. Qualitative data firmly indicates the significant impact the leadership team within the school has had on staff self-belief and capabilities. The collaborative professional learning opportunities that are both decisive and responsive to the needs of staff has significantly contributed to the school meeting or exceeding annual progress measures for 2021. The school will continue to enhance its professional learning programs and collaborative distributed leadership practices to continually build teachers' capacities, with an emphasis on supporting beginning teachers. The school aims to embed a holistic school wide culture that supports strong physical, social, emotional, spiritual and cognitive wellbeing of staff and students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top two bands in NAPLAN to be above the school's baseline levels of 29% in Reading and 19.1% in Numeracy	37% of students are now in the top two skill bands (NAPLAN) for reading and 22% for numeracy, indicating achievement of the annual progress measure.
Evidence of the impact of professional learning in all staff performance and development plans	Evidence of the impact of professional learning is achieved as professional learning is embedded in 100% of staff performance and development plans. Data indicates that we are continuing to work towards achieving inclusive whole school practices and a greater sense of positive wellbeing. Targeted professional learning occurs frequently and is evident at whole staff, stage

<p>Staff are supported through targeted professional learning, reporting positive wellbeing and supportive and inclusive whole school practices</p>	<p>team and individual level.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p>Professional Standards - from Delivering to Sustaining and Growing</p> <p>Learning and Development - from Sustaining and Growing to Excelling</p> <p>Leading Domain</p> <p>Educational Leadership - from Delivering to Sustaining and Growing</p> <p>School Planning, Implementation and Reporting - from Sustaining and Growing to Excelling</p>	<p>The school has achieved an improvement in the element of Professional Standards to the level of Sustaining and Growing as measured by the School Excellence Framework.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growth in the element of Learning and Development.</p> <p>This improvement measure has been achieved and our school is sustaining and Growing in the element of Educational Leadership.</p> <p>In the element of School Planning, Implementation and Reporting we have maintained a level of Sustaining and Growing.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$107,048.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Hutton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Improved student academic, social and behavioural outcomes for all students with complex needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To maintain the engagement of full time or full day School Learning Support Officers (SLSO) in classes identified with complex student needs and minimising the number of classes an individual SLSO is rostered onto, ensuring consistent staff support within each class. Funding will also be used to engage more intervention staff and/or Learning and Support Teachers (LaST) throughout 2022 to complement the COVID Intensive Learning Support program.</p>
<p>Socio-economic background</p> <p>\$152,348.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Hutton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Leadership, Professional Learning and Wellbeing • Engagement and Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • extending employment of instructional leaders and Assistant Principals off-class to support evidence-based, high-impact teaching practices across K-6. • additional staffing to extend the CILSP programs to support identified students as High Potential or Gifted Students (HPGS). • employment of additional staff to support the Team-Time collaborative teacher practice. • employment of staff to support school administration and operations. <p>The allocation of this funding has resulted in:</p> <p>Improved teaching and learning programs that is responsive to student needs in literacy and numeracy curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To collaborate with all classroom teachers, the newly established Assistant Principal Curriculum Instruction will focus on the 2022 K-2 curriculum reforms for Mathematics and support K-2 staff with implementation as a 'self-selected' school. Due to approx 25-30% of students enrolled in 2021-2022, the school has identified the continued need to facilitate learning and</p>

<p>Socio-economic background</p> <p>\$152,348.91</p>	<p>wellbeing through off-class executive supports, this will be budgeted to support strategic directions emphasised in the School Improvement Plan for 2022.</p>
<p>Aboriginal background</p> <p>\$50,792.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Hutton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Improved engagement and attendance for Aboriginal students and their families, as well as improved learning outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To expand the available Aboriginal Education programs within the school funds will be used in 2022 to build the capacity of non-teaching and teaching staff in culturally relevant and inclusive programs, including the re-start of the school's Awabakal language program and Aboriginal creative arts groups. Funding will also be used to start a school based Aboriginal Education Team that will focus on building the capacity of staff in delivering an inclusive curriculum that authentically embed Aboriginal culture and perspectives into all Key Learning Areas.</p>
<p>English language proficiency</p> <p>\$2,895.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Hutton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Leadership, Professional Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Improved support for teaching and learning programs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide additional professional learning opportunities for non-teaching and teaching staff to support current and newly enrolled students who are learning English as an additional language or dialect (EAL/D). This professional learning will coincide with the school's Team Time collaborative teaching practice to ensure expert teachers are able to build the capacity of other staff.</p>
<p>Low level adjustment for disability</p> <p>\$92,407.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Hutton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$92,407.82</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement and Wellbeing • Numeracy • Leadership, Professional Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • employment of an off-class Assistant Principal to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of staff to extend the COVID Intensive Learning Support program <p>The allocation of this funding has resulted in: Increased intervention support groups for literacy and numeracy and increased engagement of curriculum leaders across all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To reallocate funds based on classes for 2022, in response to learning and wellbeing needs of cohorts and individual students. With Mount Hutton Public School continuously supporting a large percentage of enrolled students who have a diagnosed disability (25-30% estimate for 2022), the school community highly values the additional SLSO staffing within the classroom and the additional intervention support teachers (CILSP).</p>
<p>Professional learning</p> <p>\$15,796.36</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount Hutton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership, Professional Learning and Wellbeing • Engagement and Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning opportunities for staff to engage in Social and Emotional Learning, including Zones of Regulation and Berry Street Model for Education Training. • engagement of staff to release the PBL coordinator and coach to support weekly data analysis and resource development. • engagement of additional staff to release classroom teachers from class to engage weekly professional learning. <p>The allocation of this funding has resulted in: Continuity of professional learning for wellbeing and curriculum initiatives across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To pursue the continuation of Berry Street and Flourish as these activities were impacted by restrictions throughout 2021. PBL and SEL will be supported internally by our established teams and team leaders for each wellbeing initiative. The school will look at maximising professional learning opportunities by continuing to engage in online professional learning, pending restrictions in place in 2022.</p>
<p>School support allocation (principal support)</p>	<p>School support allocation funding is provided to support the principal at Mount Hutton Public School with administrative duties and reduce the administrative workload.</p>

<p>\$13,604.80</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of School Administration officer to support administrative tasks. <p>The allocation of this funding has resulted in: Mount Hutton Public School ensuring the school office was staffed Monday to Friday, ensuring consistency within the administration building and supporting community enquiries particularly important during ongoing changes to school operations.</p> <p>After evaluation, the next steps to support our students with this funding will be: To seek a continued 1-day additional engagement of a School Administrative Officer to ensure the school administration office is staffed each day of the week.</p>
<p>Literacy and numeracy</p> <p>\$16,612.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Hutton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership, Professional Learning and Wellbeing • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in collaborative teaching practice - Team Time • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Increased engagement of curriculum and pedagogy experts within the school to engage weekly professional learning with all staff and implement additional student-based learning support interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To collate quantitative and qualitative data for literacy and numeracy align findings with new and existing staff areas for development to ensure learning support structures for 2022 reflects the needs of both teachers and students.</p>
<p>Early Action for Success (EaFS)</p> <p>\$102,907.78</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Mount Hutton Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership, Professional Learning and Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy

<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p>Strategy</p> <ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Improved leadership and curriculum and teaching support across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure continuity in curriculum leadership support is visible and available throughout 2022, supported by the newly established Assistant Principal Curriculum Instruction (APCI) 1.0 FTE position. This new APCI role will continue a refined approach to whole school curriculum improvements, including the K-2 curriculum reforms.</p>
<p>QTSS release</p> <p>\$39,914.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Hutton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership, Professional Learning and Wellbeing • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Continuity of classroom teachers being released from face-to-face teaching to engage in collaborative teaching practices to improve teaching pedagogy and teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To analyse, identify and plan improvement measures in literacy and numeracy for 2022, and realign professional learning opportunities to improve teaching practices.</p>
<p>COVID ILSP</p> <p>\$108,166.47</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy - Vocabulary, Reasoning, Multiplicative and Additive Strategies, Quantifying Numbers • providing targeted, explicit instruction for student groups in literacy -

COVID ILSP

\$108,166.47

Vocabulary and Grammar, Phonics, Phonological Awareness, Literal and Inferential Comprehension (Understanding Texts)

- employing/releasing staff to coordinate the program
- leading/providing professional learning for COVID educators
- employment of additional staff to support the monitoring of COVID ILSP funding

The allocation of this funding has resulted in:

The expansion of the COVID Intensive Learning Support Program across K-6 with over 65% of students targeted for small group intervention for literacy and numeracy.

After evaluation, the next steps to support our students with this funding will be:

To target new 'areas of focus' that have been identified through a triangulation of qualitative and quantitative data. These target areas will focus on (however not limited to) creating written texts, multi-modal text comprehension, oral language and a significant focus on foundational skills and conceptual understandings of English in line with the new implementation of the K-2 English syllabus.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	85	86	84	94
Girls	70	74	74	71

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.7	93.2	93.2	95.2
1	94.1	92.6	95.7	92.7
2	94.5	94.1	93.8	92.8
3	89.4	92	95.3	90.8
4	89.3	88.6	95	93.5
5	86.4	90.1	94.4	90
6	88	89.6	92.6	91.3
All Years	90.4	91.6	94.4	92.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	4.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	243,310
Revenue	2,776,112
Appropriation	2,708,013
Sale of Goods and Services	12,123
Grants and contributions	55,949
Investment income	26
Expenses	-2,837,214
Employee related	-2,499,629
Operating expenses	-337,585
Surplus / deficit for the year	-61,102
Closing Balance	182,208

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	114,476
Equity Total	298,444
Equity - Aboriginal	50,792
Equity - Socio-economic	152,349
Equity - Language	2,895
Equity - Disability	92,408
Base Total	1,951,108
Base - Per Capita	43,190
Base - Location	0
Base - Other	1,907,918
Other Total	206,206
Grand Total	2,570,234

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

MHPS students are performing at or above expected growth from Year 3 and Year 5 in all domains except for writing and are exceeding State and SSSG results.

Mount Hutton Public School fosters a growth mindset within the school, where growth is valued over general attainment. The belief amongst the school is all students are to achieve or exceed their expected growth every (1) year. The same belief is applied to staff professional growth where staff are expected to grow and adapt as educators.

From 2018 to 2021 NAPLAN has moved from a paper test to an online test. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results, such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format, should be treated with care.

NAPLAN Highlights

Year 3 and 5 Spelling:

- 50% of Year 3 students achieved the top 2 bands
- 58.8% of Year 5 students achieved the top 2 bands
- 88.2% of Year 5 students were at or above expected growth compared to 59.4% State and 52.1% SSSGs

Year 3 and 5 Writing:

- Year 3 averaged 13.38 points above State
- Year 5 averaged 39.48 points above SSSGs
- 61.1% of Year 3 students are in the top 2 bands
- Year 5 was equal to State and exceeded SSSGs percentage of students at or above expected growth

Year 3 and 5 Grammar and Punctuation:

- Year 3 averaged 8.36 points above State
- Year 3 averaged 50.52 points above SSSGs
- 61.1% of Year 3 students are in the top 2 bands for Grammar and Punctuation
- Year 5 exceeded State and SSSGs percentage of students at or above expected growth

Year 3 and 5 Reading:

- 50% of Year 3 are in the top 2 bands
- 77.8% of Year 3 in the top 3 bands
- 23.5% of Year 5 in top 2 bands
- 52.9% of Year 5 in top 3 bands
- 82.4% of Year 5 are at or above expected growth
- Year 5 averaged 15 points above State and SSSGs in scaled growth

Year 3 and 5 Numeracy:

- 27.8% of Year 3 in the top 2 bands
- 61.1% of Year 3 in the top 3 bands
- 17.7% of Year 5 in top 2 bands
- 44.4% of Year 5 in top 3 bands
- Year 5 exceeded average scaled growth compared to State and SSSGs
- Year 3 and 5 exceeding SSSGs numeracy average scores
- Year 3 and 5 Aboriginal students achieving significantly above State and SSSG average scores

Aboriginal Student Success:

- Year 5 Aboriginal students equalled or outperformed non-Aboriginal students in all domains
- Year 3 Aboriginal students equalled or outperformed non-Aboriginal students in all domains except in reading

Overall Progress Towards Targets for 2022:

Reading Target

- Agreed Upper Bound = 40.2%
- Agreed Lower Bound = 35.2%

- 2021, 36.75% of students overall in the top two bands for Reading
- 2021, 65.35% of students overall were in the top three bands for Reading

Numeracy Target

- Agreed Upper Bound = 30.6%
- Agreed Lower Bound = 25.60%
- 2021, 22.75% of students in the top two bands for Numeracy
- 2021, 52.75% of students were in the top three bands for Numeracy

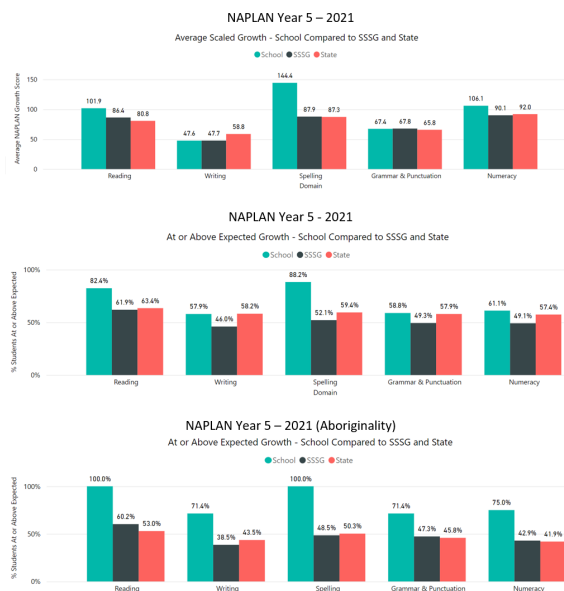
MHPS has 36.75% of students in the top two bands for Reading, which is 1.55% over the 2022 lower bound target and 3.45% short of the 2022 upper bound target. 65.35% of our students were in the top three bands for Reading, which indicates an upwards trend.

Highlight for reading is that when examined against our 2021 lower bound trajectory, MHPS is 4.65% ahead which is 0.35% behind the upper bound trajectory.

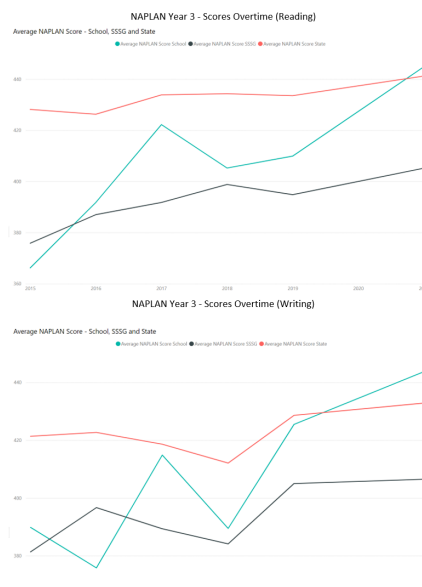
In Numeracy, 22.75% of our students scored in the top two bands, which is 2.85% below 2022 lower bound target. However, 52.75% of MHPS students were in the top three bands, which indicates an upwards trend.

The highlight for numeracy is that when compared to our 2021 lower bound trajectory, MHPS is 0.41% in front. However, when compared to our baseline data this year MHPS is 7.75% above the Reading baseline, and 3.65% above the Numeracy baseline.

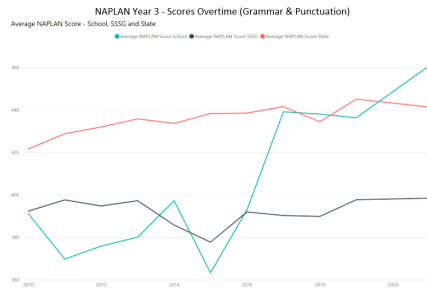
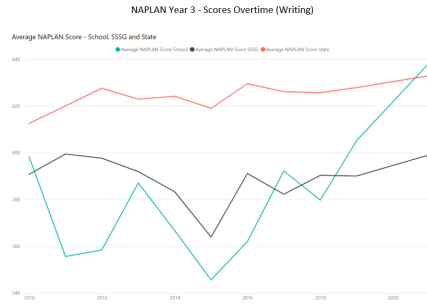
The following graphs are snapshot comparisons from Year 5 and Year 3 NAPLAN results. Due to the schools inability to demonstrate growth charts due to Year 3 completing only one series of NAPLAN assessments, the school has provided scores overtime to demonstrate school achievement and growth.



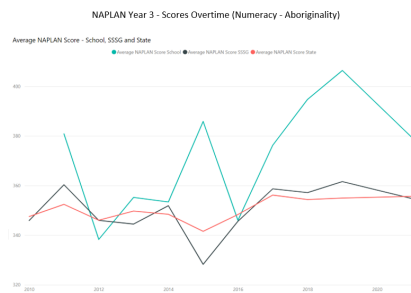
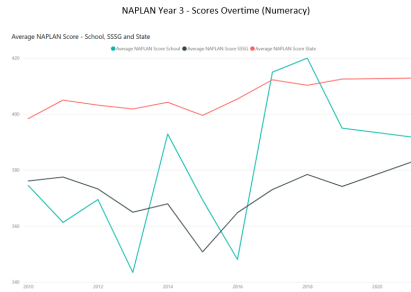
Year 5, comparison charts between MHPS, State and SSSGs.



Year 3, comparison charts between MHPS, State and SSSGs.



Year 3, comparison charts between MHPS, State and SSSGs.



Year 3, comparison charts between MHPS, State and SSSGs.

Community Feedback

In a restricted year of community engagement within the school face-to-face, Mount Hutton Public School has received continuous positive feedback and praise in response to the high-level of staffing commitment and support in all facets of the school setting and learning from home experience. A significant number of community members highly-valued the learning from home commitment from staff, the high-level of personalised learning experiences provided through regularly updated Microsoft Teams pages for each classroom which reflect the day-to-day teaching and learning programs experienced in the classroom. A significant amount of positive feedback was also placed on the school's positive communication and check-in practice to support students and their families throughout the year. The wellbeing approach to students was well received by the community, in particular ensuring online socialising could occur on a weekly basis for those in isolation as well as upskilling all students in Zones of Regulation to support their emotional wellbeing. Two areas identified by a small number of community members was to engage the community within the school grounds and to increase the number of extracurricular activities and events. These are areas the school staff are pre-planning for 2022 to ensure we re-connect the community and re-engage the students, in anticipation that restrictions are lifted. Leading into 2022 the school plans to authentically involve the school community in all facets of the school setting including regular needs-based meetings for personalised learning and wellbeing needs and community support in the classroom and wider school setting to rebuild the culture and connection between all stakeholders.

Teacher Feedback

With a challenging year that has seen irregular school operations, staff have demonstrated growth in their own professional development which has supported both continuity of learning at Mount Hutton Public School and our culture on student growth, attainment and wellbeing. With multiple staff attaining permanent higher-duty roles beyond Mount Hutton Public School (a product of the school's exemplary teaching practices and systems), a large focus was placed on current staff reflecting on 2020-2021 and providing feedback in the accompaniment of new staff. Staff engaged in reflective practices to collaboratively discuss all initiatives within the school including the development, implementation and success of each area and these were grouped into areas for development, areas of success and new inclusions (keep, ditch, refine, add). The collaboration between existing and new staff was critically important to ensure successful initiatives continued fluently and existing areas for improvement could be rigorously discussed and planned around for future success with both the current and new staff members. Positive feedback emphasised the school's commitment to providing additional collaborative Team Time planning particularly expanding this process across all Key Learning Areas. Staff highly praised the refinement of administrative tasks and programming resources, including Personalised Learning Support Plans to ensure department policy and student learning and wellbeing needs were met in a manner that was authentic, flexible, accessible and needs-based. The school's supports around 'data informed practice' was another high-performing and highly valued area of professional learning provided throughout 2021. Areas for future support included greater opportunity to engage in wellbeing professional learning focusing on 'Management of Actual or Potential Aggression' (MAPA) Training, professional learning to support the knowledge required to engage with students on Aboriginal culture and histories and improving the school culture to ensure a safe and welcoming environment for all stakeholders. As part of this reflective practice, leading staff began to plan professional learning schedules to support both the school plan and staff areas of development with an overarching focus of reconnecting education to the school community through authentic partnerships and collaborative, high-impact teaching and learning practices. School leaders have planned to re-establish an Aboriginal Education team to ensure Mount Hutton Public School can lead the way with authentic culturally inclusive practices.

Student Feedback

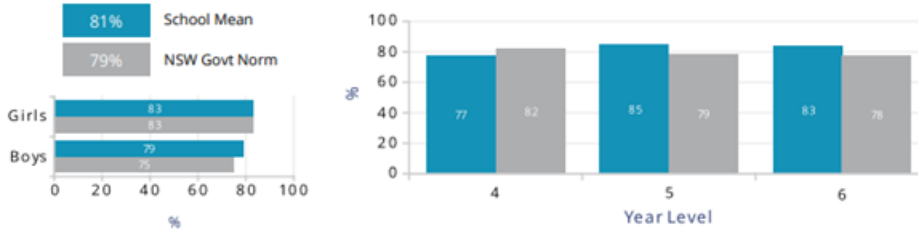
Mount Hutton Public School participated in the shortened version of the TTFM survey in 2021 - completing Snapshot #1 and #2.

With a continued trend in 2021 as seen in 2020, there was significant disruptions to school operations, however the school is pleased to announce increases throughout the 2021 school year for areas in: sense of belonging, positive behaviour at school, advocacy at school, positive learning climate. There was also a decrease in student's identifying as a bully-victim within the school. This student response has been supported through the school's investment in emotional regulation professional learning and implementation (Zones of Regulation) and the continued refinement and implementation of Positive Behaviour for Learning in all school settings including learning from home environments.

A proud area of the student qualitative data identified that 100% of our Aboriginal and Torres Strait Islander students feel good about their culture. With continued positive connections and wellbeing check-ins combined with cultural awareness and celebration by the wider community. We continued to see strengths in this area, but 89% of students identify teachers as understanding their culture indicating room for growth and improvement. This is an area that the Aboriginal Education team will support in 2022 in consultation with the NSW Aboriginal Education Consultation Group.

Students with a positive growth orientation

Students set challenging goals for themselves in their schoolwork and aim to do their best.



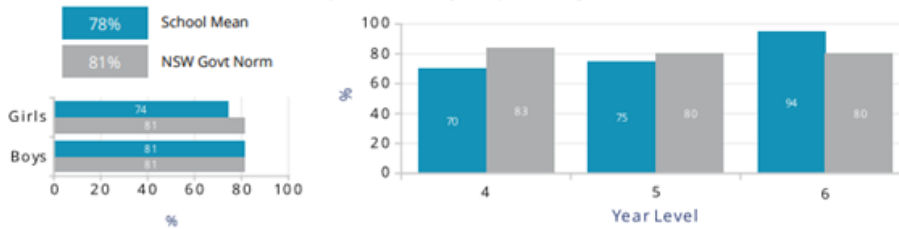
Explicit Teaching Practices and Feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.



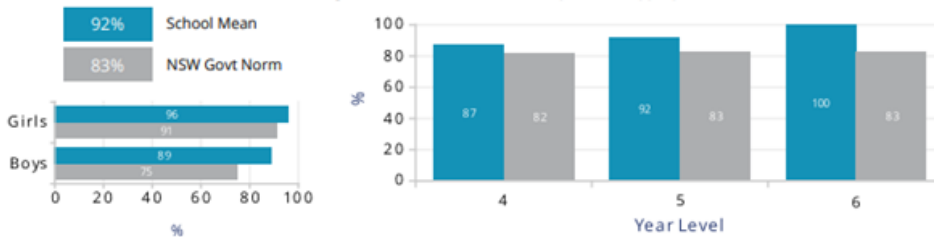
Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



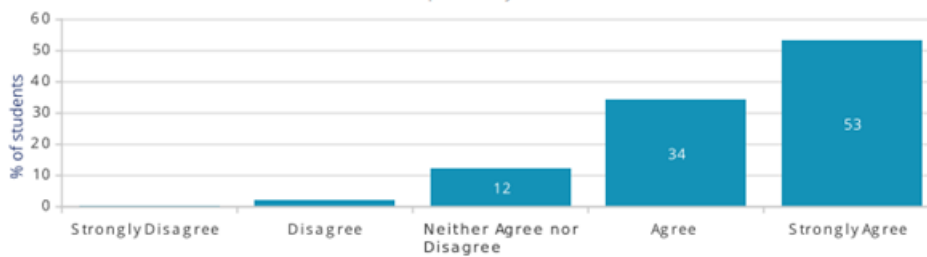
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



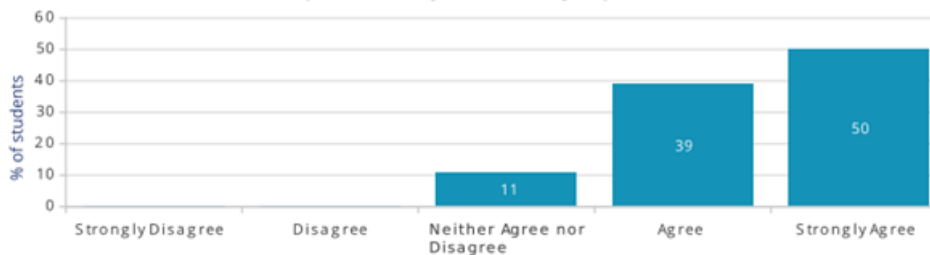
School pride

I feel proud of my school.



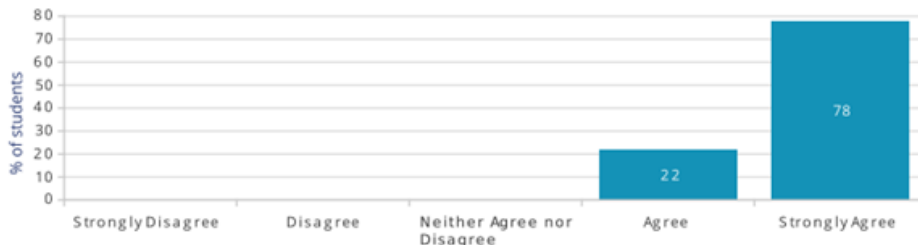
Aboriginal students: Teachers understand culture

My teachers have a good understanding of my culture.



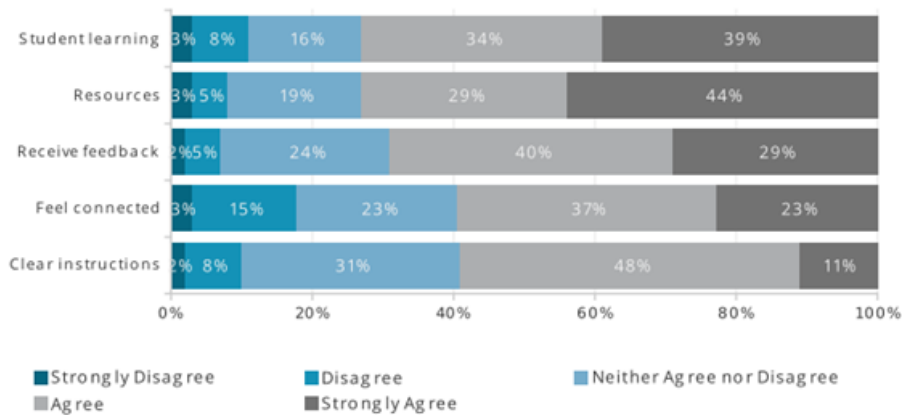
Aboriginal students: I feel good about my culture

I feel good about my culture when I am at school.



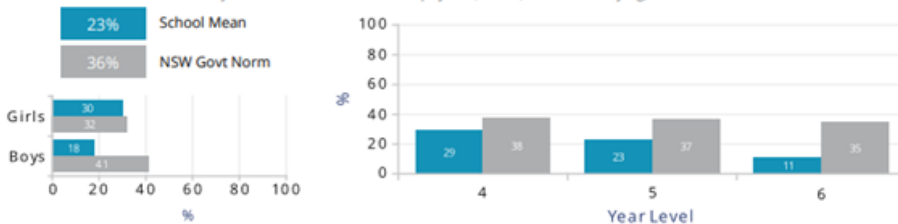
Experiences of learning from home

The extent to which students agree about the quality of their experiences when learning from home.



Students who are victims of bullying

Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Mount Hutton Public School is focused on enriching Aboriginal Education and culture within our school not only for our Aboriginal students, but for all students to have the opportunity to learn and develop respect for diversity and understanding of cultural difference. Our aim is to provide all students with a rich and well-rounded knowledge of Australia's history that supports both the Aboriginal Education Policy and Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. In collaboration with the local Minimbah Aboriginal Education Consultative Group and Aboriginal leaders at Mount Hutton Public School and in the wider community, the collective belief and authentic partnerships will ensure planning, teaching practices and approaches to all educational settings exceeds expectations for Aboriginal Education.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.