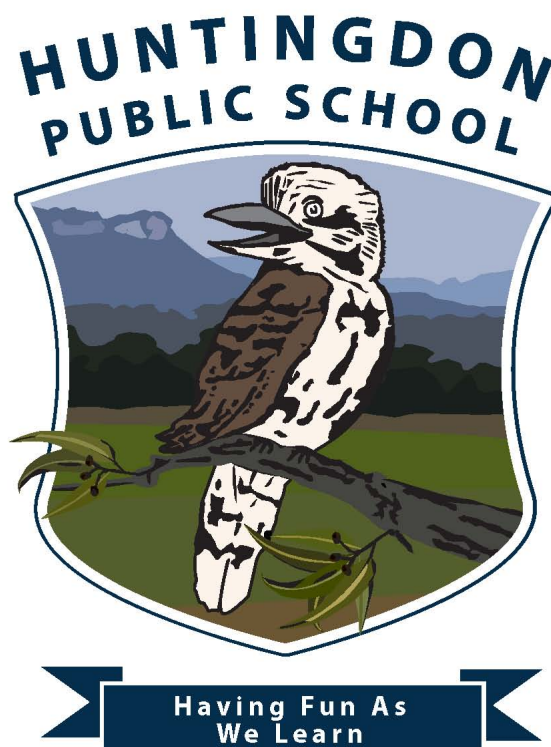


# 2022 Annual Report

## Huntingdon Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Huntingdon 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.

## School contact details

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## School vision

Our shared commitment to learning at Huntingdon Public School is to support all students to achieve their personal best in a positive, caring and collaborative learning environment. High quality teaching practices, innovation and creativity develop highly engaged life-long learners, who are inspired and challenged to achieve to their maximum potential.

## School context

Huntingdon Public School is a small, rural school located in bush land 7 kilometres west of Wauchope. The school culture focuses on supporting all students in a positive, caring and collaborative learning environment, where learning is tailored to individual student need. Students, staff, parents and the wider community work together to promote school excellence and are proud of the collective achievements of our school.

Huntingdon Public School has a current enrolment of 28 students. 18% of students identify as Aboriginal. The school has strong relationships with the local community, including the AECG and Bunyah Land Council. In 2020, this partnership resulted in the installation of a yarning circle in the playground which is used on a daily basis both during class and play time. In the last three years, there has been a downward trend in enrolments predominantly due to enforcing the zoning policy, ensuring that only local students are enrolled and that all public schools in the local area are promoted and supported.

Significant drought and bushfire impact has driven a passion in students and staff to implement a number of sustainability projects within our school. The Garden to Plate project involves students growing and cooking with their own food. Vegetable gardens, worm farms, a school composting system, chickens and a native bee hive all work together to create a healthy self-sufficient ecosystem of which our community is very proud.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis and collaborating with the executive teams at two nearby local schools, we have identified an opportunity to focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Embedding a Professional Learning Community across three school sites will support all staff to develop and refine expert knowledge and evidence informed teaching practice. Focus on highly effective data skills and use will support teachers to embedded whole school practices in planning, implementing and reviewing the effectiveness of their learning and teaching programs reflecting ongoing improvement of student outcomes.

Focus on a supportive and collaborative wellbeing community will build a culture of high expectations and responsiveness that effectively caters for a range of wellbeing issues. Using the Personal and Social Capability Continuum, we will develop highly confident, resilient and adaptable students capable of appropriately expressing themselves in difficult or unexpected situations.

Continual monitoring of internal and external student performance and wellbeing data will determine areas of need and success at a class, school and professional learning community level and the involvement of the whole school community in this process will be essential for success.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

### 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.

- Dynamic evidence-based teaching and learning programs
- Expert knowledge and evidence informed teaching practice

### Resources allocated to this strategic direction

**Professional learning:** \$1,550.00

**AP Curriculum & Instruction:** \$30,114.20

**Low level adjustment for disability:** \$11,492.00

**Socio-economic background:** \$15,000.00

### Summary of progress

Our focus for 2022 for Strategic Direction 1 was to develop our skills in high-quality, data driven programming and planning in literacy and numeracy and implementing the new K-2 English and Mathematics curriculum as a self select school. Teachers developed their skills in using PLAN2 to track and analyse progression data and we aimed to develop consistency in data collection to inform teaching and learning and measure impact in student outcomes. We worked to develop a model of support utilising the Assistant Principal, Curriculum and Instruction (APCI), to enhance formative assessment practices in numeracy to support consistent data collection, as well developing explicit teaching through the use of decodable readers to support student acquisition of phonics and phonemic awareness skills. This model of mentoring support was not successful and upon reflection, more time needed to be spent in understanding the role of the APCI and equipping them with the time and professional learning to develop strong relational trust with staff. In 2023, our focus will be on upscaling mentoring and coaching across the school particularly in the area of Mathematics.

As a self select school for the new Early Stage 1 and Stage 1 English and mathematics syllabus reform, we participated in enhanced professional learning. Engaging with the new curriculum in this way, giving feedback to the curriculum team at each step was highly successful. As a result, our school is ready to implement the new K-2 syllabus from Day 1 2023.

Next year in this initiative, we will trial the new Stage 2 and Stage 3 English and mathematics syllabus documents and push a whole school focus on numeracy progression and attainment in all 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
<b>System Negotiated</b> <ul style="list-style-type: none"><li>• Achieve an uplift of 4.9% in the percentage of students achieving in the top 2 bands for NAPLAN reading</li></ul>	The school did not achieve an uplift in its NAPLAN reading target this year. The school will continue to develop targeted and strategic plans to increase the number of students achieving in the top two bands in reading in 2023.
<ul style="list-style-type: none"><li>• Achieve an uplift of 4.2% in the percentage of students achieving in the top 2 bands for NAPLAN mathematics</li></ul>	The school did not achieve its NAPLAN numeracy target. In 2023, the school will focus on narrow and deep professional learning in the balanced mathematics sessions and the explicit teaching of numeracy and implementation of quality teaching practices in order to gain the identified uplift to achieve its 2023 target.
<ul style="list-style-type: none"><li>• 80% of students demonstrate growth on PAT tests when compared to the baseline test data</li></ul>	<ul style="list-style-type: none"><li>• The school's end of year PAT reading and maths assessment results demonstrated that 52% of students in Years 2 to Year 6 have demonstrated growth in reading and 42% of students have achieved growth in maths.</li></ul>

<ul style="list-style-type: none"> <li>• 100% of teaching programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices</li> <li>• 100% of teachers demonstrate progress in their self-assessment of capacity in WWB elements</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated, point-of-need teaching and learning experiences have been a focus for teachers this year. Teachers' programs demonstrate the development of authentic, assessment driven teaching and learning and this will continue to remain a focus throughout 2023 and beyond.</li> <li>• Professional learning utilising the 'What Works Best' documents has been extremely irregular and interrupted due to many staff having absences due to illness and professional learning being postponed. As a result the post survey was not conducted. This has been rescheduled for 2023.</li> </ul>
<p><b>School Excellence Framework</b></p> <ul style="list-style-type: none"> <li>• Assessment - School evidence sets can demonstrate achievement at the excelling level for formative assessment</li> <li>• Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching</li> <li>• Curriculum - School evidence sets can demonstrate growth on the SEF to excelling in the domain of curriculum through an external assessment or school self assessment</li> <li>• Student Performance Measures - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of student performance measures through an external assessment or school self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• School based evidence sets in the element of Assessment in the School Excellence Framework demonstrate alignment with excelling.</li> <li>• Evidence sets in the element of Data Skills and Use in the School Excellence Framework demonstrate alignment with sustaining and growing</li> <li>• Evidence sets in the element of Curriculum in the School Excellence Framework demonstrate alignment with excelling.</li> <li>• Scout data and school based evidence sets in the element of Student Performance Measures in the School Excellence Framework demonstrate alignment with delivering.</li> </ul>

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

To embed school-wide, collective responsibility to develop a comprehensive and integrated strategy to support the emotional and social wellbeing of students in a context of holistic quality teaching and learning.

### 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.

- Social and Emotional Capability of students
- A Supportive and Collaborative Wellbeing Community

### Resources allocated to this strategic direction

**Socio-economic background:** \$15,000.00

**Professional learning:** \$1,000.00

### Summary of progress

In Connect, Succeed, Thrive and Learn, our purpose has been to increase the confidence, resilience and adaptability of our students so that they can express themselves appropriately in difficult or unexpected situations. The major focus has been developing programming documents, teaching and learning sequences and trialing the implementation of differentiated teaching and learning in personal, social and emotional capabilities for each child based on their initial starting point on the continuum. We have developed data sources to show evidence of impact and guide us in next steps in supporting the development of the social and emotional capability of students. Through the implementation of explicit, individualised teaching and learning of the personal, social and emotional capabilities, we have tailored learning to student need, just like we do in literacy and numeracy, to support our students in being adaptive and able to pivot in our fast paced, ever changing society. Evidence sets collected, including student work samples, teacher observations and reflection notes and student self assessments indicate that 100% of students have made significant growth on the Personal, Social and Emotional capabilities continuum. Feedback from students through focus groups show that our Monday afternoon whole school wellbeing lessons are highly valued by the students and they have indicated that these lessons have supported them in developing strategies to use when they are experiencing a challenging situation or emotion. Teachers and support staff have indicated that students are able to express their thoughts and feelings in more detail and are becoming more autonomous in using strategies that they have been taught in wellbeing lessons to solve problems and support their peers to solve problems.

The challenges in our implementation plan have been in developing and maintaining a community engagement strategy where we are trying to develop rich and authentic partnerships with our parents in supporting and strengthening our students personal, social and emotional wellbeing. This has been challenging due to staffing complications which has resulted in a number of initiatives being delayed.

Next year in this strategic direction, we will return to our focus on the development of a school communication strategy to inform families about student wellbeing and engagement to enhance the equal partnership of parents and teachers in student wellbeing.

### 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
<b>Attendance Data</b> <ul style="list-style-type: none"><li>• Increase percentage of students attending 90% by 4% in 2022</li><li>• Increase attendance rate by 2% in 2022</li></ul>	<p>The school did not meet its progress measure to increase the percentage of students attending 90% of the time or greater.</p> <p>The school also did not increase its attendance rate percentage.</p>
<ul style="list-style-type: none"><li>• Tell Them From Me data indicates an 4% increase in the percentage of students with a positive sense of</li></ul>	<p>The school exceeded its target of increasing the percentage of students with a positive sense of belonging by 18%. In 2020, 67% of students indicated that they had a positive sense of belonging. In 2022, 89% of</p>

belonging from 2020-2022 • Increase the number of parents engaging in the Tell Them From Me survey to 10 in 2024	students indicate that they feel a positive sense of belonging in the Tell Them From Me survey data.  Th school increased the number of parents engaging the Tell Them From Me survey by 1 response.
<b>School Excellence Framework</b> • Wellbeing - School evidence sets can demonstrate growth on the SEF to excelling in the domain of wellbeing through an external assessment or school self assessment • Educational Leadership - School evidence sets can demonstrate achievement at the excelling level for community engagement	• School based evidence sets in the element of Wellbeing in the School Excellence Framework demonstrate alignment with excelling. • Evidence sets in the element of Educational Leadership in the School Excellence Framework demonstrate alignment with excelling.



## Strategic Direction 3: Collaborative high performance culture

### Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative collaborative practice.

### 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.

- Collective Efficacy
- Highly effective data skills and use

### Resources allocated to this strategic direction

**Professional learning:** \$4,400.00

### Summary of progress

The school's focus during 2022 for Strategic Direction 3 was on enhancing collaborative expertise and relationships across the Professional Learning Community (PLC) with Long Flat Public School and Comboyne Public School. Most of the focus for the year has been in embedding the systems and structures developed in 2021 to support the consistent collection and analysis of data to drive quality, relevant assessment practices that inform teaching and impact student outcomes. Using the High Impact Professional Learning self assessment tool, stage teams developed a framework to plan and engage in collaborative professional learning that was co-designed and had a data driven focus.

Huntingdon, Comboyne and Long Flat Public Schools aimed to strengthen their collaborative practices through the sharing of a consistent Assistant Principal, Curriculum and Instruction who was responsible for supporting and collaboratively analysing data collected through the joint data collection framework. This initiative has been delayed due to some staffing disruptions and will need to have a renewed focus in 2023. Teachers across sites worked together during planning days held twice per term, most notably on data-driven priorities within numeracy. K to 2 developed their practice in number talks, while 3 - 6 worked collaboratively on teaching division utilising resources from the Universal Resource Hub.

In 2023, the school will further collaborate through planning and embedding peer observation across the PLC to enhance cross-site relationships. Through this process, the school will also enhance relationships across the PLC which provide mentoring and coaching support across sites to ensure the ongoing development and improvement of all teachers. The school will strengthen the Personal Development Plan process by encouraging and supporting cross-site classroom observations alongside learning walks which align with PDP goals and PLC priorities.

### 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
<b>System Negotiated</b> <ul style="list-style-type: none"><li>• Achieve an uplift of 2% in the percentage of students achieving in the top 2 bands for NAPLAN reading by 2024</li><li>• Achieve an uplift of 5% in the percentage of students achieving in the top 2 bands for NAPLAN mathematics by 2024</li></ul>	We did not achieve an uplift in our NAPLAN reading or mathematics target this year. We will continue to develop targeted and strategic plans to increase the number of students achieving in the top two bands in reading and mathematics in 2023.
<b>School Level</b> <ul style="list-style-type: none"><li>• 95% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased</li></ul>	We have met this target with 100% of staff across the Two Rivers Professional learning community indicating that they have an increased collective capacity to meet the needs of all learners across the learning community through the collaboration on classroom programs and student

<p>collective capacity to meet the needs of all learners across the Professional Learning Community</p>	<p>assessment development. 60% of staff in the Two Rivers Professional Learning Community have a shared PDP goal focused on collaboration and have indicated that they have an increased capacity through their PDP reflections.</p>
<p><b>School Excellence Framework</b></p> <ul style="list-style-type: none"> <li>• Assessment - School evidence sets can demonstrate growth on the SEF to excelling in the domain of assessment through an external assessment or school self assessment</li> <li>• Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching</li> <li>• Learning and Development - School evidence sets can demonstrate growth on the SEF to excelling in the domain of learning and development through an external assessment or school self assessment</li> <li>• Educational Leadership - School evidence sets can demonstrate growth on the SEF to excelling in the domain of educational leadership through an external assessment or school self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• School based evidence sets in the element of Assessment in the School Excellence Framework demonstrate that we are excelling.</li> <li>• Evidence sets in the element of Data Skills and Use in the School Excellence Framework demonstrate that we are sustaining and growing</li> <li>• Evidence sets in the element of Learning and Development in the School Excellence Framework demonstrate that we are sustaining and growing.</li> <li>• Evidence sets in the element of Educational Leadership in the School Excellence Framework demonstrate that we are excelling.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$139,015.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Huntingdon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs. In 2023, we will share a Learning and Support Coordinator with Long Flat Public School and work to streamline IEP processes across both schools for a consistent approach.</p>
<p>Socio-economic background</p> <p>\$30,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Huntingdon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expert knowledge and evidence informed teaching practice</li> <li>• Social and Emotional Capability of students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support students who have high level learning needs</li> <li>• professional development of staff through team teaching and mentoring to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Teacher capacity in using decodable readers to explicitly teach phonemic awareness in context was increased through a team teaching model All students in the school were able to access extracurricular opportunities to support their learning</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage support staff and shoulder to shoulder professional</p>

<p>Socio-economic background</p> <p>\$30,000.00</p>	<p>learning to further our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$8,480.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Huntingdon 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Through community partnerships with the AECG and Bunyah, our students developed a site specific Acknowledgement of Country which is presented at all of our school events. Tell Them From Me data indicates that 100% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage a staff member to take on the role of Aboriginal Education Coordinator and Community Partnerships Position to further enhance and strengthen partnerships in learning and monitor differentiated and personalised support to Aboriginal students. We will also work with Long Flat Public School and Wauchope High School to develop a student mentoring program to support the transition of students from primary to high school and strengthen their connection to culture.</p>
<p>Low level adjustment for disability</p> <p>\$18,212.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Huntingdon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expert knowledge and evidence informed teaching practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> High quality LaS programs being delivered and coordinated across grades. Whole school wellbeing practices developed to promote and ensure inclusive of students with disability.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$18,212.00</p>	<p>Engage a learning support coordinator to case-manage students, develop and implement LaS practices and procedures across Huntingdon and Long Flat Public School.</p>
<p>Location</p> <p>\$1,366.00</p>	<p>The location funding allocation is provided to Huntingdon Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> enhanced student engagement and participation in school related activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued support for identified students to engage and participate in extra-curricular activities.</p>
<p>Professional learning</p> <p>\$6,950.00</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 Huntingdon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Dynamic evidence-based teaching and learning programs</li> <li>• A Supportive and Collaborative Wellbeing Community</li> <li>• Collective Efficacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Fund collaborative planning days with Long Flat Public School and Comboyne Public School to support programming and planning and build teacher capacity</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers worked alongside stage partners across sites to support development of highly effective numeracy planning and programming and design authentic assessment tasks to inform teaching. As a self select school, our K-2 team collaborated to trial the implementation of the new syllabi and as a result, are ready for full implementation in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued planning day organisation to support collaborative expertise and high impact professional learning</p>
<p>QTSS release</p> <p>\$6,436.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Huntingdon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul>

<p>QTSS release</p> <p>\$6,436.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Staff provided with additional release to plan and program collaboratively and teaching principal provided with extra time to instructional lead and work shoulder to shoulder with teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund release time to allow teaching staff and principal to team teach, coach and mentor, increasing the collective capacity to have the greatest impact on student outcomes.</p>
<p>COVID ILSP</p> <p>\$31,152.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and involve regular monitoring of students in classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Dynamic evidence-based teaching and learning programs</li> <li>• Expert knowledge and evidence informed teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Literacy and numeracy pedagogy support</li> <li>• New syllabus implementation support</li> <li>• Data analysis to inform teaching and future directions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> high quality literacy and numeracy programs being taught in all classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued syllabus implementation support for 3-6 and ongoing shoulder to shoulder support for all classes in delivering high quality, balanced mathematics sessions.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	26	21	18	23
Girls	18	17	10	12

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	95.4	95.7	89.1
1	91.7	94.0	90.4	88.3
2	94.2	94.6	91.0	93.0
3	94.4	92.0	90.1	87.4
4	93.6	96.0	93.8	83.0
5	90.1	94.6	94.5	
6	93.4	93.2	93.9	86.2
All Years	93.1	94.4	91.9	87.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	0.2
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Counsellor	1
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	61,203
<b>Revenue</b>	1,011,224
Appropriation	995,078
Sale of Goods and Services	6,604
Grants and contributions	8,782
Investment income	761
<b>Expenses</b>	-938,267
Employee related	-839,295
Operating expenses	-98,971
<b>Surplus / deficit for the year</b>	72,957
<b>Closing Balance</b>	134,160

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	139,015
<b>Equity Total</b>	58,482
Equity - Aboriginal	8,480
Equity - Socio-economic	31,790
Equity - Language	0
Equity - Disability	18,212
<b>Base Total</b>	506,019
Base - Per Capita	7,075
Base - Location	1,366
Base - Other	497,577
<b>Other Total</b>	210,300
<b>Grand Total</b>	913,815

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

After another school year that was impacted by COVID, all students finished their 2022 learning journey with success and positive wellbeing. Student levels of engagement and satisfaction were ascertained through the Tell Them From Me survey data which was collected in June and November and through a number of student focus groups held throughout the year. Our Tell Them From Me student survey data indicated that there was an increase of 8% of students who felt a positive sense of belonging at school from June to November and a 22% increase of students who displayed positive behaviour and engagement in school. Through a number of focus groups, students shared their excitement at being able to participate in excursions and inter-school activities again and indicated that these experiences enhanced their learning and wellbeing.

Parent/caregiver feedback was very similar to the student feedback. Through Parents and Citizens Meetings, formal and informal parent feedback, parents indicated a high level of satisfaction with being able to resume events where parents could attend, such as assemblies, carnivals and celebrations. Once again this year, we encouraged parents to provide feedback to the school through the Tell Them From Me parent survey, however, there were not enough parents that engaged with this survey to provide us with a report.

After being named an Ambassador School in 2021, our school was involved in the research phase of this project throughout 2022, where we partnered with a number of universities to ascertain our key drivers to success. The research involved surveying teachers, students and parents, along with interviews, focus groups and shadowing the principal, the teaching staff and the students. The key strengths identified by the research team that have contributed to our ongoing improvement are high quality, dedicated leadership and teaching, a strong focus on student wellbeing and support, community conscious, and a point of need approach to teaching and learning.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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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

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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.