

2022 Annual Report

Mount Hutton Public School



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Introduction

The Annual Report for 2022 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.

School contact details

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School vision

To be recognised and respected for aspiring to achieve excellence in education.

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

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

AP Curriculum & Instruction: \$180,685.20

Summary of progress

All teachers and School Learning Support Officers (SLSOs) undertook professional learning in the new K-2 Syllabus. Sessions included content that strengthened their understanding of orthographic mapping and how to support students to develop phonological and phonemic awareness and grapheme-phoneme knowledge to become fluent and confident readers. This focus will continue in 2023 to support staff to consistently implement specific daily activities and resources across the school. Staff also unpacked the big ideas underpinning the new Mathematics syllabus and explored resources and activities being incorporated into programs.

Funding supported stage-based teams to work together during scheduled weekly Data Day sessions throughout Semester 2. With assistance from the Assistant Principal Curriculum and Instruction (APCI), teachers collaboratively analysed student progress and achievement data and used this information to create and deliver differentiated teaching and learning programs. Formative assessment enabled teachers to determine the effectiveness of their teaching and track student progress in PLAN2, which informed individual learning goals for students.

Surveys were used to collect baseline and progress data on teachers' use of data to inform practice and their attitudes, skills and knowledge in this area. The mid-Term 4 survey indicated an increase in the frequency teachers were using data and tracking tools, with 100% of staff using formative assessment (up from 78%) and PLAN2 (up from 56%) weekly. The results demonstrated that teachers feel more supported in the area of effective use of data and that all teachers have someone that can answer questions they have about data. There was an increase in teachers reporting that they had someone who helps them change their practice based on data. In 2023, Data Days will continue to be used to build the confidence and capacity of staff to effectively deliver teaching and learning programs which meet the needs of students.

In 2022, 50% of teachers in our mainstream classes were within their first 2 years of teaching. Building the capacity of the team to deliver high-quality, differentiated teaching and learning programs that are evidence-based and data-informed will continue to be a focus in 2023. This will be supported through effective professional learning, mentoring and collaborative practice.

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
Minimum of 35.2% of students will achieve the Top 2 Bands in Reading All teachers tracking and monitoring student progress using the Literacy Progression	While 47.8% of Year 3 students scored in the Top 2 Bands in Reading, including 100% of Aboriginal students, only 7.7% of Year 5 students achieved the same result. Overall, 26.5% of students were in the Top 2 Bands.

Value add is at a level above statistically similar school groups	
Minimum of 62.4% of students will achieve Expected Growth in Reading	As Year 5 students sitting NAPLAN in 2022 did not complete this assessment in 2020, there is no NAPLAN data available to determine progress towards the annual progress measure of Expected Growth in Reading.
<p>Minimum of 25.6% of students will achieve the Top 2 Bands in Numeracy</p> <p>All teachers tracking and monitoring student progress using the Numeracy Progression</p> <p>Value add is at a level above statistically similar school groups</p>	<p>30.4% of Year 3 students and 17.4% of Year 5 students achieved the Top 2 Bands in Numeracy. Continued growth has seen an overall score of 23.9%, which is an increase of 4.8% from our baseline.</p> <p>100% of classroom teachers were tracking and monitoring student progress in PLAN2 using the Numeracy Progressions.</p>
Minimum of 66.3% of students will achieve Expected Growth in Numeracy	As Year 5 students sitting NAPLAN in 2022 did not complete this assessment in 2020, there is no NAPLAN data available to determine progress towards the annual progress measure of Expected Growth in Numeracy.
<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>	Self-assessment, as measured against the School Excellence Framework, demonstrates the school is currently performing at Delivering in the elements of Curriculum, Assessment and Student Performance Measures, however, there is a trend towards Sustaining and Growing for Curriculum and Assessment.



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

Summary of progress

A range of initiatives fostered regular school attendance, including the daily attendance draw, communicating the importance of attendance and the impact of non-attendance to parents and carers, and ensuring teaching and learning programs were meeting the needs of students and maximising student engagement. Students were greeted by a staff member on arrival at school each day, ensuring they entered a warm and welcoming environment. Regular positive phone calls home fostered ongoing connections with families. Monitoring student attendance data enabled staff to look for patterns and trends and implement early interventions as required.

The Positive Behaviours for Learning (PBL) framework continued to support the explicit teaching of expectations within the three areas of Be Safe, Be Respectful and Be a Learner. Sentral behaviour data was systematically and regularly analysed to inform targeted lessons which were delivered school-wide. Teachers engaged in professional learning around effective classroom behaviour management strategies and were allocated time to share effective practice through peer observations. An ongoing focus of embedding a range of strategies which support Social-Emotional Learning (SEL) ensured students are building the knowledge and skills required to identify and regulate their emotions. Targeted support is in place for students who require co-regulation.

The Awabakal language continued to be embedded across the school, including learning the word of the week, using greeting and farewell terms, and students proudly presenting the Awabakal Acknowledgement of Country at assemblies and formal events. The Junior AECG was formed and students led the consultation process which resulted in the sports house names being changed to Awabakal animal names - Yunung (sea turtle), Muwani (kangaroo) and Kanbal (black swan).

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
Minimum of 74% of students will be attending school at a level of 90% or more Decrease in the percentage of students attending school at a level below 85%	While the attendance rate exceeded state level, we continue to work towards our target for students attending at a level 90% or more. 2022 saw a 3.8% decrease in students attending at a level below 85%
Increase in students reporting an increased sense of belonging Increase in students reporting advocacy at school Measurable decrease in negative incident notifications	Tell Them From Me data shows 72% of students reported a positive sense of belonging. 87% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice, exceeding the NSW Government Norm for Advocacy by 10%.

Improvement as measured by the **School Excellence Framework:**

Learning Domain

Learning Culture - from Sustaining and Growing to Excelling

Wellbeing - from Sustaining and Growing to Excelling

Self-assessment, as measured against the School Excellence Framework, demonstrates the school is currently performing at Delivering in the elements of Learning Culture and Wellbeing.



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

Professional learning: \$17,500.00

Summary of progress

A document analysis of professional learning schedules demonstrated clear links to staff PDP goals, the Strategic Improvement Plan initiatives, the School Excellence Framework, the Wellbeing Framework for Schools and policy requirements. Professional learning sessions were carefully planned to ensure they met the needs of staff and built their capacity in identified areas.

In 2023, we will integrate data collection and analysis systems which support us to capture information about the process quality and impact of professional learning sessions to allow us to refine the way we adjust schedules to meet the needs of staff.

The weekly collaboration sessions were utilised to build knowledge and skills in the use of data to inform practice. They provided staff with time to engage in professional discussions and to collaboratively reflect on data to drive improvement in teaching and learning practice.

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
<p>Improvement in the percentage of students achieving in the top two bands in NAPLAN to be above the school's lower bound system negotiated targets in reading 35.2% and numeracy 25.6%</p> <p>Evidence of the impact of professional learning in all staff performance and development plans</p> <p>Staff are supported through targeted professional learning, reporting positive wellbeing and supportive and inclusive whole school practices</p>	<p>26.5% of students were in the Top 2 Bands in Reading and 23.9% of students achieved the Top 2 Bands in Numeracy, which was an increase of 1.9% from the previous year.</p> <p>Teacher and School Learning Support Officer PDP annual reflections indicated that 86.3% of their goals were either achieved or that they had made progress towards achieving them.</p> <p>The People Matter 2022 survey highlighted that 95% of staff have informal feedback conversations with their supervisor. 83% report having a strong sense of belonging and that they feel their personal background is not a barrier to their participation in our organisation.</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</p>	<p>Self-assessment, as measured against the School Excellence Framework, demonstrates the school is currently performing at Delivering in the element of School Planning, Implementation and Reporting, however, there is a trend towards Sustaining and Growing.</p> <p>In the elements of Professional Standards, Learning and Development and Educational Leadership, the school has maintained the level of Sustaining and Growing.</p>

Sustaining and Growing to Excelling

Leading Domain

Educational Leadership - from
Delivering to Sustaining and Growing

School Planning, Implementation and
Reporting - from Sustaining and
Growing to Excelling



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,432.00</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"> • employment of staff to provide additional support for students who have high-level learning, emotional regulation and behaviour support needs • staffing release for targeted professional learning around Autism <p>The allocation of this funding has resulted in the following impact: Students with IFS being able to fully access and engage with the curriculum and all areas of school life. This included students confidently participating in excursions, camps and sporting activities with additional support. The emotional regulation needs of students were supported through the implementation of individual plans and strategies. Funds also supported successful transition to high school programs.</p> <p>After evaluation, the next steps to support our students will be: Allocate funding which provides staff time to engage with families and external providers to develop and regularly monitor students' Personalised Learning and Support Plans.</p>
<p>Socio-economic background</p> <p>\$147,332.53</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional School Learning Support Officers <p>The allocation of this funding has resulted in the following impact: Greater support for students' learning and wellbeing needs across the school. Regular analysis of student achievement and progress data, as well as wellbeing records, informed the timetabling of SLSOs across the school. This was adjusted throughout the year to reflect current student needs.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning for SLSOs in the areas of numeracy, literacy and behaviour support to maintain the effectiveness and consistency of the support provided to students.</p>
<p>Aboriginal background</p> <p>\$64,888.29</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>Aboriginal background</p> <p>\$64,888.29</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional School Learning Support Officers • the increased use of the Awabakal language across the school • increased staff cultural awareness • establishment of a Junior AECG • participation in the Community of School Aboriginal Education Team meetings <p>The allocation of this funding has resulted in the following impact: Greater support for Aboriginal students' learning needs across the school, particularly in the areas of literacy, numeracy and cultural understanding. Embedding of common words in the Awabakal language into school conversations, for example, greetings and farewells throughout the day. Stronger links with staff in our Community of Schools.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of additional SLSOs and engagement within the Aboriginal Education Team. Deepening of staff's understanding of cultural perspectives through professional learning. Supporting authentic community engagement through effective PLP processes and school events.</p>
<p>English language proficiency</p> <p>\$4,025.27</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Additional language support for students with an EAL/D background to ensure they successfully accessed the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Accessing resources in a student's first language, for example, bilingual picture books from the Henry Parkes Equity Resource Centre.</p>
<p>Low level adjustment for disability</p> <p>\$91,069.79</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>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"> • providing support for targeted students within the classroom through the employment of additional School Learning Support Officers (SLSOs) <p>The allocation of this funding has resulted in the following impact: Increased support for students in the development of literacy, numeracy and social-emotional learning skills.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that the allocation of SLSO time is informed by data and reflects the current learning and wellbeing needs of students.</p>
<p>Professional learning</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</p>

<p>\$17,500.00</p>	<p>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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • opportunities for staff to engage in professional learning linked to their PDP goals, the new syllabus, SIP initiatives, the School Excellence Framework and the Wellbeing Framework for Schools • engagement in Connecting to Country for two staff members • strengthening the school systems which support the planning, delivery and evaluation of professional learning <p>The allocation of this funding has resulted in the following impact: Strengthening of staff knowledge and the consistent implementation of data-informed, evidence-based practice.</p> <p>After evaluation, the next steps to support our students will be: Continue systems which ensure that professional learning is linked to the needs of staff and students through ongoing analysis of student progress data, monitoring achievement of PDP goals and introducing professional learning exit slips to track the effectiveness of sessions through process quality and impact data.</p>
<p>QTSS release</p> <p>\$39,188.06</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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: An increase in teachers embedding regular formative assessment practices and using PLAN2 to monitor student progress and inform differentiated teaching and learning programs. It also resulted in the demonstrated collective efficacy for the progress of all students within that stage.</p> <p>After evaluation, the next steps to support our students will be: Continue to direct QTSS funds to release teachers to engage in the weekly Data Day sessions in 2023, with a focus on strengthening effective assessment and teaching practices.</p>
<p>COVID ILSP</p> <p>\$86,533.00</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>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"> • employment of teachers to deliver small group tuition

COVID ILSP

\$86,533.00

- providing targeted, explicit instruction for student groups in literacy and numeracy

The allocation of this funding has resulted in the following impact:
Targeted literacy and numeracy intervention delivered in small groups. A total of 53 students benefited from CILSP numeracy support and 46 from CILSP literacy support. PLAN2 data indicated that all students demonstrated improvement in the areas of focus over the sessions.

After evaluation, the next steps to support our students will be:
Continue to analyse student progress data to inform the targeted groups. Include a focus on phonological awareness and phonics in literacy groups, using the baseline data to identify gaps in student achievement and inform teaching strategies.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	86	84	94	90
Girls	74	74	71	70

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	93.2	95.2	87.3
1	92.6	95.7	92.7	92.7
2	94.1	93.8	92.8	89.2
3	92.0	95.3	90.8	90.6
4	88.6	95.0	93.5	88.8
5	90.1	94.4	90.0	87.9
6	89.6	92.6	91.3	86.1
All Years	91.6	94.4	92.3	88.8
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	87.2
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

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)	4.2
Classroom Teacher(s)	7.19
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	4.92

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	86,333
Revenue	3,043,426
Appropriation	2,946,579
Sale of Goods and Services	13,108
Grants and contributions	83,427
Investment income	311
Expenses	-2,947,244
Employee related	-2,547,185
Operating expenses	-400,059
Surplus / deficit for the year	96,182
Closing Balance	182,516

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.

	2022 SBAR Adjustments (\$)
Targeted Total	68,432
Equity Total	307,316
Equity - Aboriginal	64,888
Equity - Socio-economic	147,333
Equity - Language	4,025
Equity - Disability	91,070
Base Total	1,980,027
Base - Per Capita	45,821
Base - Location	0
Base - Other	1,934,206
Other Total	296,453
Grand Total	2,652,228

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.

Parent/caregiver, student, teacher satisfaction

The school sought feedback from parents/carers, students and teachers through a range of formats and on a variety of topics in order to evaluate our current practices and identify areas for improvement. Opportunities for each group to have a genuine voice in decision-making processes were also provided.

Tell Them From Me (TTFM) data indicated improvement in the area of *Advocacy at School* from the 2021 survey, with results increasing from 83% to 86% of students in Years 4, 5 and 6 reporting they had an advocate at school, compared to with the state norm of 77%. The areas of *Relevance*, *Explicit Teaching and Feedback*, and *Positive teacher-student relations* were also above state norms, with students indicating that classroom instruction is relevant to their everyday lives and that their teachers set clear goals and expectations and are responsive to their needs. Developing students' sense of belonging at school will continue to be a focus in 2023.

Providing opportunities for student voice is vital in strengthening their sense of belonging and engagement at school. In 2022, we established the Junior AECG group. The Junior AECG ensures Aboriginal and Torres Strait Islander cultures are represented and embedded throughout the school environment and curriculum, empowering Aboriginal and Torres Strait Islander students through real and active participation in school decision-making, and providing a platform for Aboriginal student voice. Junior AECG members were actively involved in the school-wide consultation over the change of sporting house names. They collaboratively decided on the Awabakal language animal names to take to the staff, students and families. There was overwhelming support received from all groups and the new sporting house names of Muwani (kangaroo), Yunung (sea turtle) and Kanbal (Black Swan) were officially announced at the end of 2022. An artist will be commissioned to create the house mascot images in 2023. Results from the second 2022 TTFM survey showed 94% of Aboriginal students indicated that they felt good about their culture at school, an increase from 88% in the earlier 2022 survey.

The 2022 TTFM parent survey results demonstrated that parents and caregivers feel welcome when they visit the school, that they can easily speak with their child's teacher and that teachers and administrative staff listen to their concerns. The school scored higher than state norms in the areas of communication regarding student behaviour, and for academic reports being written in language that was easy to understand. Areas for improvement include regular communication about the learning progress of students, which will be addressed in 2023 through online student learning journals, and the scheduling of activities at times when parents can attend.

Supporting the successful transition into school is a strong focus at Mount Hutton Public School. Analysis of the Junior Kookaburras Parent Survey data ensures that we can adjust our 14-week program to meet the needs of our pre-Kindergarten students and their families. 83% of families were satisfied with the number of sessions offered; 96% stated they received the information they needed before their child started school; 92% of respondents feel welcome and respected at our school and 88% indicated that the Junior Kookaburras program helped them feel this way; and 100% of students who attended the program felt comfortable about coming to school. An area for improvement in 2023 will be to assign each pre-Kindergarten student two big buddies.

Data from the People Matter Employee Survey demonstrate favourable scores in the areas of role clarity and support, job purpose and enrichment, managers encouraging and valuing employee input and confidence in the decisions managers make. TTFM staff survey results show improvements in monitoring individual students' progress, using data to inform teaching and learning programs, effective management of student behaviour, and inclusive education practices.

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.

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.