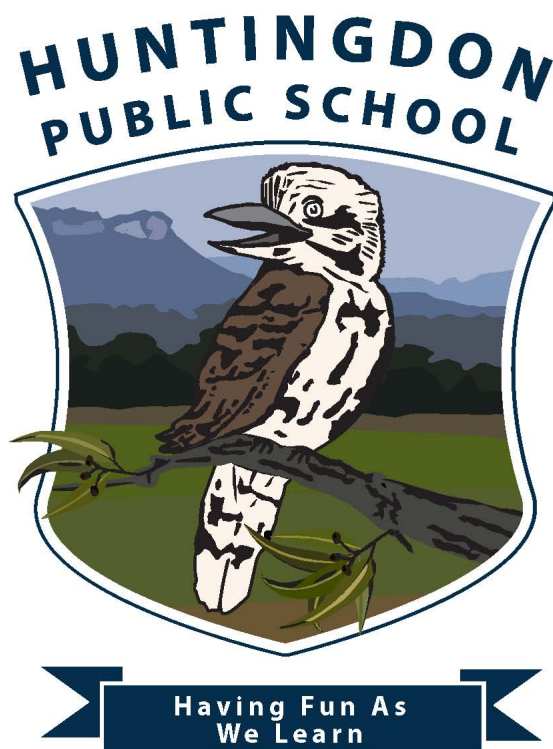


2023 Annual Report

Huntingdon Public School



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Introduction

The Annual Report for 2023 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 36 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 embed 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

AP Curriculum & Instruction

Integration funding support

QTSS release

Low level adjustment for disability

Summary of progress

The school's focus for 2023 in Strategic Direction 1 was to continue to strengthen skills in high-quality, data driven programming and planning in literacy and numeracy, implementing the new K-2 English and mathematics curriculum and begin to familiarise staff with the Year 3-6 English and mathematics curriculum. Teachers embedded their skills in using PLAN2 to track and analyse progression data and consistently collected data to inform teaching and learning and measure impact in student outcomes.

The school worked to develop a model of instructional leadership utilising the Assistant Principal, Curriculum and Instruction (APCI), to enhance formative assessment practices in literacy and numeracy to support consistent data collection, as well developing explicit teaching through a model of mentoring and team teaching on a weekly basis with the APCI. This model of mentoring support was highly successful, focusing on the use of data to inform teaching and differentiated lessons to meet student need. Strong relational trust between staff supported high level reflection on effectiveness of teaching and changes in practice to maximise student learning.

In 2024, the school's focus will be on upscaling mentoring and coaching across the school with a particular focus on learning intentions and success criteria and effective feedback practices. There will be a renewed focus within the Professional Learning Community (PLC) with Long Flat Public School on the existing collaborative practices and how to enhance those practices for ongoing improvement in teaching and learning for 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
• An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	• When comparing reading Check-in Assessment data for Year 3 and 5 from 2022 to 2023 there was an increase in the mean scaled score in 2023.
• An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	• When comparing numeracy Check-in Assessment data for Year 3 and 5 from 2022 to 2023 there was an increase in the mean scaled score in 2023.

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

Aboriginal background
Socio-economic background

Summary of progress

In Connect, Succeed, Thrive and Learn, the school's purpose has been to increase the confidence, resilience and adaptability of its students so that they can express themselves appropriately in difficult or unexpected situations. The major focus has been on refining and embedding programming documents, teaching and learning sequences and the delivery of differentiated teaching and learning in personal, social and emotional capabilities for each child based on their initial starting point on the continuum. Data sources are used to show evidence of impact and guide next steps to support the development of the social and emotional capability of students. Through explicit, individualised teaching and learning of the personal, social and emotional capabilities, the school has tailored learning to student need, similar to its practices in literacy and numeracy, to support its students in being adaptive and able to pivot in a fast paced, ever changing society. Student work samples, teacher observations and reflection notes and student self assessments indicate that 100% of students have demonstrated growth on the Personal, Social and Emotional capabilities continuum. Feedback from students through focus groups show that Monday afternoon whole school wellbeing lessons are highly valued by 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 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 implementation of this strategic direction in 2022 resulted in a narrow and deep focus around developing and maintaining a community engagement strategy to develop rich and authentic partnerships with parents to support and strengthen students' personal, social and emotional wellbeing. To achieve this, the school has included weekly at home wellbeing tasks to encourage consistent language between home and school, utilised social media and notification platforms to promote student wellbeing, created a wellbeing presentation in weekly assemblies and implemented fortnightly phone calls to parents to strengthen the partnership in student learning. Parent focus groups highlighted the success of this communication strategy and indicated that the school's approach to student wellbeing is highly valued by the community. To strengthen community engagement and partnerships in learning with Aboriginal students and their families, the implementation of an Aboriginal Cultural Mentoring program, supported by the high school supported the improvement in Aboriginal students' sense of belonging and connection with culture, language and heritage.

Next year in this strategic direction, the school will continue to refine and embed the community engagement strategy to continue to strengthen partnerships in learning, with particular focus on transition points and resilience and adaptability in 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
Attendance Data <ul style="list-style-type: none">• Increase percentage of students attending 90% by 4% in 2023	<ul style="list-style-type: none">• SCOUT data indicates an increase of students attending 90% of the time by 6.9%• The attendance rate for 2023 increased by 1.5%

<ul style="list-style-type: none"> • Increase attendance rate by 2% in 2023 	
<ul style="list-style-type: none"> • Tell Them From Me data indicates an 4% increase in the percentage of students with a positive sense of belonging from 2020-2023 • Increase the number of parents engaging in the Tell Them From Me survey to 10 in 2024 	<ul style="list-style-type: none"> • Tell Them From Me data indicates a 9% increase in the percentage of students with a positive sense of belonging from 2020-2023 • There was an Increase in the number of parents engaging in the Tell Them From Me survey from 1 in 2022 to 5 in 2023
<ul style="list-style-type: none"> • Wellbeing - School evidence sets can demonstrate maintenance on the SEF at 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 	<ul style="list-style-type: none"> • Wellbeing - During 2023 External Validation, school evidence sets were validated by the panel as excelling in the domain of wellbeing • Educational Leadership - During 2023 External Validation, school evidence sets were validated by the panel as excelling in the domain of Educational Leadership

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

Summary of progress

The school's focus during 2023 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 collaboratively upskilling teachers in new curriculum implementation in mathematics, development of cross site assessments to inform future teaching directions supporting consistency of teacher judgement and embedding systems and structures to support the consistent collection and analysis of data to drive quality, relevant assessment practices that inform teaching and impact student outcomes. Using Learning Intentions and Success Criteria (LISC), stage teams have developed a framework to support explicit teaching practices and systems for effective feedback.

Huntingdon and Long Flat Public Schools strengthened 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 and delivering systems of support through mentoring and team teaching. Staff have indicated that they highly value this model and as a result, this model will continue in 2024.

Analysis of PLC data and executive reflections indicated that the current model of the PLC is not meeting the needs of all schools within the PLC. Staff are invested in collaborative planning days and have produced collaborative sets of work that demonstrate impact in student outcomes. The shared staff meetings throughout the term have not been an effective use of time and executive would like the flexibility to meet the needs of their school in a more context specific way. In 2024, the PLC will change the model of practice. The schools will continue with cross site collaborative planning sessions and classroom observations, the Assistant Principal, Curriculum and Instructions from all schools will continue to work shoulder to shoulder to meet the diverse needs of all staff and there will be a greater focus on staff wellbeing to sustain positive implementation of new curriculum in English and mathematics.

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
School Level <ul style="list-style-type: none">• Internal measures indicate an increased percentage of staff actively collaborating with practitioners from other schools to reflect and improve on teaching practice.	Surveys, observations, document analysis and staff feedback indicate an increase of 33% of staff Kindergarten to Year 2 and 100% of staff Year 3-6 have actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.
100% of teachers apply a full range of assessment strategies in determining teaching directions, monitoring student progress and achievement, as well as using data to reflect on teaching	Teaching and learning programs and supervision documents demonstrate that 100% of classroom teachers are using a wide range of assessment strategies to reflect on the effectiveness of teaching and determine future teaching directions across the full range of abilities.

effectiveness as evidenced in teaching and learning programs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$143,187.00</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>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"> • Dynamic evidence-based teaching and learning programs • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Individual Education Plans (IEPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All Individual Education Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Decision making around allocation of Integration funding support was formally incorporated into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>After evaluation, the next steps to support our students will be: 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 2024, 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>\$45,296.27</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>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"> • A Supportive and Collaborative Wellbeing Community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • professional development of staff through team teaching and mentoring to support student learning <p>The allocation of this funding has resulted in the following impact: All students demonstrating progress towards their personalised learning goals. All Individual Education Plans 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 and acquisition of numeracy skills was also strengthen through the same team teaching model. All students in the school were able to access extracurricular opportunities to support their learning.</p>

<p>Socio-economic background</p> <p>\$45,296.27</p>	<p>After evaluation, the next steps to support our students will be: Where funding allows, in 2024, these funds will be used in a similar way as teachers continue to support all students to achieve their individual learning goals. We will continue to engage support staff and shoulder to shoulder professional learning to further our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$8,100.25</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>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"> • A Supportive and Collaborative Wellbeing Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of strong transition processes from Kindergarten onwards for our Aboriginal students where they make deep connections with country, peers and staff across school sites. • staffing release to support development and implementation of Personalised Learning Plans • jointly engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students in fortnightly cultural sessions • Funding students to attend Cultural Immersion excursion and provision of staff to supervise and build local knowledge <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has funded the staffing, and excursions related to the delivery of culturally appropriate learning experiences and ensure a culturally safe school. Additionally, teachers have been able to utilise flexible student groupings resulting in higher levels of engagement and application for Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students will be: to fund a shared Aboriginal Education Officer across 3 schools to ensure the sustainability of our cultural mentoring program (Birpai Buddies), continuing to strengthen the engagement and transition points for our Aboriginal and Torres Strait Islander students. 2024 will also have a strong focus on community engagement.</p>
<p>Low level adjustment for disability</p> <p>\$20,540.04</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>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"> • Expert knowledge and evidence informed teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: implementation of research informed teaching and learning practices, building the capacity of teachers to meet the needs of all learners in the</p>

<p>Low level adjustment for disability</p> <p>\$20,540.04</p>	<p>classroom.</p> <p>After evaluation, the next steps to support our students will be: continued development of school resources and practices to adjust for and accommodate all students through differentiated teaching and learning.</p>
<p>Location</p> <p>\$1,553.24</p>	<p>The location funding allocation is provided to Huntingdon Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • offset costs of travel to school events including inter school carnivals, theatre experiences and inter school combined events <p>The allocation of this funding has resulted in the following impact: enhanced student engagement and participation in school related activities.</p> <p>After evaluation, the next steps to support our students will be: continued support for identified students to engage and participate in extra-curricular activities.</p>
<p>Professional learning</p> <p>\$7,745.03</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>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"> • Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Fund collaborative planning days with Long Flat Public School and Comboyne Public School to support programming and planning and build teacher capacity in new curriculum implementation <p>The allocation of this funding has resulted in the following impact: Teachers worked alongside stage partners across sites to support development of balanced numeracy sessions that combine highly effective numeracy planning and programming and authentic assessment tasks to inform teaching. Collectively, all staff have implemented the new mathematics units of work, using pre and post assessments to inform differentiation of content.</p> <p>After evaluation, the next steps to support our students will be: Continued planning day organisation to support collaborative expertise and high impact professional learning with an ongoing focus in mathematics along with a renewed focus in reading.</p>
<p>QTSS release</p> <p>\$6,510.24</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>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"> • Dynamic evidence-based teaching and learning programs <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

<p>QTSS release</p> <p>\$6,510.24</p>	<ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: release for teachers in stages to meet with APCI and work together on collaborative planning and programming, data analysis and consistency of teacher judgement of work samples.</p> <p>After evaluation, the next steps to support our students will be: continued teacher support and development through coaching and mentoring, team teaching and collaborative data analysis and lesson design.</p>
<p>COVID ILSP</p> <p>\$22,411.63</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 2023.</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/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy <p>The allocation of this funding has resulted in the following impact: small group tuition occurred three days per week supporting students within mathematics. 100% of students in the program demonstrated growth in their numeracy skill development.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of small group tuition using new NAPLAN bands to identify students for support. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	21	18	23	21
Girls	17	10	12	12

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	95.7	89.1	93.2
1	94.0	90.4	88.3	89.4
2	94.6	91.0	93.0	90.4
3	92.0	90.1	87.4	92.3
4	96.0	93.8	83.0	89.1
5	94.6	94.5		88.1
6	93.2	93.9	86.2	
All Years	94.4	91.9	87.0	90.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1		90.3
6	91.8	91.5	86.3	
All Years	92.0	92.4	87.4	90.7

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	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

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	83,314.75
Revenue	1,048,318.16
Appropriation	1,030,416.50
Sale of Goods and Services	781.81
Grants and contributions	14,864.65
Investment income	2,255.20
Expenses	-1,041,251.12
Employee related	-921,738.07
Operating expenses	-119,513.05
Surplus / deficit for the year	7,067.04
Closing Balance	90,381.79

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.

	2023 SBAR Adjustments (\$)
Targeted Total	143,187
Equity Total	73,937
Equity - Aboriginal	8,100
Equity - Socio-economic	45,296
Equity - Language	0
Equity - Disability	20,540
Base Total	523,411
Base - Per Capita	9,109
Base - Location	1,553
Base - Other	512,749
Other Total	210,478
Grand Total	951,013

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Tell Them From Me student survey results show that:

- 91% of Huntingdon students surveyed have a strong sense of belonging.
- 92% of Huntingdon students surveyed indicate that they feel proud of their school

5 parents/carers engaged in the **Tell Them From Me Survey**, with results indicating that Huntingdon Public School:

- is an inclusive school
- ensures that parents are informed
- supports learning for all students

100% of contracted teachers and support staff in 2023 are returning to Huntingdon Public School in 2024, with internal survey results showing a positive trend in staff feeling valued at work.

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.