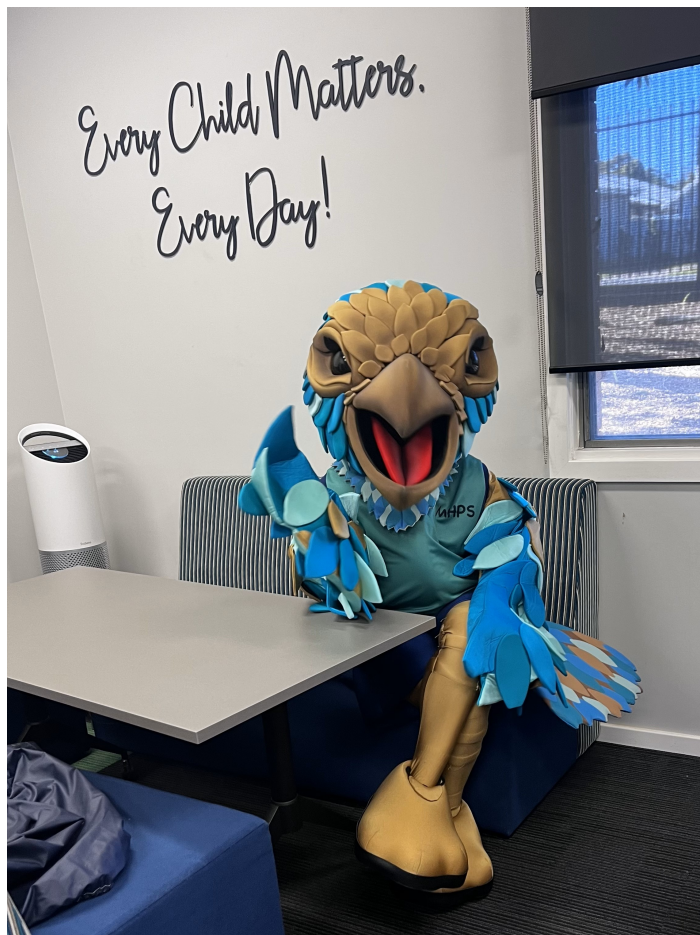


2023 Annual Report

Mount Hutton Public School



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Introduction

The Annual Report for 2023 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

Mount Hutton Public School

12 Dunkley Pde

Mount Hutton, 2290

<https://mthutton-p.schools.nsw.gov.au>

mthutton-p.school@det.nsw.edu.au

4948 8085

School vision

To be recognised and respected for achieving excellence in education.

School context

Mount Hutton Public School is situated on the land of the Awabakal People. It is a member of the Waiyarang Community of Schools and part of the Glenrock Network. The school is K-6 and has a current enrolment of 181 students with approximately 22% of the student population identifying as Aboriginal. Our students come from diverse socio-economic backgrounds. The school currently has seven mainstream classes and three support classes, known collectively as Pinulputa (meaning strong one).

Our vision is to be recognised and respected for achieving excellence in education. Our purpose is to support students to develop the skills required to independently and collaboratively achieve across a range of educational, cultural, leadership and sporting endeavours. There is a strong sense of community, where parent and wider community partnerships are highly valued. Staff are committed to delivering evidenced-based classroom practices, with effective collaboration and ongoing professional learning being authentically embedded to ensure improved educational outcomes for all students. Students' literacy and numeracy progress is enhanced through data collection, analysis and use, which informs targeted and differentiated teaching and learning.

Mount Hutton Public School is a proud Positive Behaviour for Learning school, 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 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Improving student learning outcomes

To achieve excellence in education, we will develop and refine the implementation of evidence-based and data-informed practices that are responsive to the individual learning needs of students.

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
Professional learning
QTSS release

Summary of progress

Staff engaged in ongoing professional learning on the new English and Mathematics syllabuses. Sessions strengthened 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. Teachers deepened their knowledge of the big ideas underpinning the new Mathematics syllabus. Funding supported stage-based teams to work together during weekly Data Day sessions. With assistance from the Assistant Principal Curriculum and Instruction, 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 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 Term 4 survey indicated that 85.7% of teachers now feel confident in using a range of data to inform their practice (up from 77.8%). The results demonstrated that teachers feel more supported in the area of effective use of data and that all teachers have someone who can answer questions they have about data. 85.7% of teachers report having the knowledge and skills needed to access and use online data, an increase of 7.9%.

The embedded systems resulted in 100% of teachers reporting that they had someone who helped them change their practice based on data. In 2024, 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. Building the capacity of the team to deliver high-quality, differentiated teaching and learning programs that are evidence-based and data-informed will also remain a focus in 2024. 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
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.	The Check-in Reading Assessment mean scaled score for the Year 3 cohort was 3.8% below 2022 scores. The Check-in Reading Assessment mean scaled score for the Year 5 cohort demonstrated an increase of 6.5% since 2022.
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.	The Check-in Numeracy Assessment mean scaled score for the Year 3 cohort increased by 4.8% compared to 2022 scores. The Check-in Numeracy Assessment mean scaled score for the Year 5 cohort demonstrated an increase of 10.7% since 2022.

Strategic Direction 2: Investing in our students

Purpose

A planned approach to developing and refining whole-school wellbeing practices and processes will support the engagement and wellbeing of every student.

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

Socio-economic background

Summary of progress

A range of initiatives fostered regular school attendance, including attendance draws and reward days, 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. An ongoing focus on embedding a range of strategies which support Social-Emotional Learning (SEL) ensured students were building the knowledge and skills required to identify and regulate their emotions. Targeted support was in place for students who required 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 met regularly, contributing to school-wide decision-making around culture.

The employment of an Assistant Principal, Learning and Wellbeing supported the development and streamlining of school-wide procedures which support the learning and wellbeing of all students. Connections were strengthened with external support services to target and provide for the needs of identified 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
Minimum of 74% of students will be attending school at a level of 90% or more Decrease in the percentage of students attendance school at a level below 85%	While the attendance rate exceeded state, network and SSSG level, the school continues to work towards our target for students attending at a level 90% or more. 2023 saw a 2.9% 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	Tell Them From Me data shows that while there was a dip in students who reported a positive sense of belonging in the first 2023 survey, Semester 2 data demonstrated a 10% increase compared to the first survey results. In Survey 2, 72% of students reported they had someone at school who consistently provided encouragement and could be turned to for advice, an increase of 7% from Survey 1.

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 and Professional Learning

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Beginning teacher support

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 integrated a data collection and analysis system which supported the school 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
Improvement as measured by the School Excellence Framework: Teaching Domain Professional Standards - from Delivering to Sustaining and Growing Learning and Development - from Sustaining and Growing to Excelling	Self-assessment, as measured against the School Excellence Framework, demonstrated the school achieved Sustaining and Growing in the Teaching elements of <i>Professional Standards</i> and <i>Learning and Development</i> .
Leading Domain Educational Leadership - from Delivering to Sustaining and Growing School Planning, Implementation and Reporting - from Delivering to Sustaining and Growing	Self-assessment, as measured against the School Excellence Framework, demonstrated the school achieved Sustaining and Growing in the Leading element of <i>Educational Leadership</i> . The school is currently performing at Delivering in the element of <i>School Planning, Implementation and Reporting</i> , however, there is a trend towards Sustaining and Growing.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,017.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: All students with an EAL/D background were supported to successfully access the curriculum and build their English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students to develop their proficiency in English.</p>
<p>Integration funding support</p> <p>\$162,479.00</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"> • staffing release for targeted professional learning • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students. <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: Continue to monitor the needs of students with Integration Funding Support, ensuring timetabling of SLSOs is flexible and responsive.</p>
<p>Socio-economic background</p> <p>\$150,505.72</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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$150,505.72</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>\$65,425.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Hutton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • purchase of literacy resources to deepen understanding of culture and history. <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. The school continued to embed common words in the Awabakal language into school conversations throughout the day and to strengthen links with community members and staff in our Community of Schools. Students and staff deepened their understanding of culture.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of additional SLSOs and engagement with students and staff from our Community of Schools who hold expertise in embedding Aboriginal culture and perspectives. 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>\$2,732.84</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"> • employment of additional staff to support delivery of targeted initiatives • 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: The provision of additional language support for students with an EAL/D background ensured they successfully accessed the curriculum.</p>

<p>English language proficiency</p> <p>\$2,732.84</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. Strengthening partnerships with parents to embed cultural perspectives of students with an EAL/D background across the school.</p>
<p>Low level adjustment for disability</p> <p>\$121,552.27</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 School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact: Learning and Support Teachers and School Learning Support Officers provided support for targeted students in literacy, numeracy and the development of social-emotional skills. Effective and ongoing analysis of data ensured that the allocation of LaST and SLSO time reflected the current learning and wellbeing needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that the allocation of LaST and SLSO time is informed by data and reflects the current learning and wellbeing needs of students.</p>
<p>Professional learning</p> <p>\$18,274.67</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount Hutton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Leadership and Professional Learning • Other funded activities <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 • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example, first aid workshops. <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 analysis of professional learning exit slips to track the effectiveness of sessions using process quality and impact data.</p>

<p>Beginning teacher support</p> <p>\$4,735.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Mount Hutton Public School during their induction period.</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 and Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring structures and collaborative practices within the school • professional learning that focuses on classroom practice and behaviour management, supporting the wellbeing of students and strategies to build student engagement. <p>The allocation of this funding has resulted in the following impact: The teacher successfully achieved their accreditation at the Proficient level and strengthened her professional practice.</p> <p>After evaluation, the next steps to support our students will be: Through strong leadership practices, continue to mentor and support early career teachers to enhance their ability to make a positive impact on the learning and wellbeing of students and colleagues.</p>
<p>QTSS release</p> <p>\$42,730.85</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"> • Reading • 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 collaboration and the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives. <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 2024, with a focus on strengthening explicit teaching and effective assessment practices.</p>
<p>COVID ILSP</p> <p>\$61,285.52</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>

COVID ILSP

\$61,285.52

- employment of teachers to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy.

The allocation of this funding has resulted in the following impact:
Targeted literacy and numeracy intervention delivered in small groups. 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, using baseline data to identify gaps in student achievement and inform teaching strategies.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	84	94	90	97
Girls	74	71	70	80

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.2	95.2	87.3	92.4
1	95.7	92.7	92.7	89.5
2	93.8	92.8	89.2	88.6
3	95.3	90.8	90.6	86.5
4	95.0	93.5	88.8	87.9
5	94.4	90.0	87.9	87.1
6	92.6	91.3	86.1	83.9
All Years	94.4	92.3	88.8	88.2
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	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

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)	4.2
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	4.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	157,653.89
Revenue	3,407,269.64
Appropriation	3,322,731.72
Sale of Goods and Services	16,475.41
Grants and contributions	66,365.69
Investment income	1,396.82
Other revenue	300.00
Expenses	-3,346,413.85
Employee related	-3,001,136.77
Operating expenses	-345,277.08
Surplus / deficit for the year	60,855.79
Closing Balance	218,509.68

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	109,029
Equity Total	340,216
Equity - Aboriginal	65,425
Equity - Socio-economic	150,506
Equity - Language	2,733
Equity - Disability	121,552
Base Total	2,165,463
Base - Per Capita	46,342
Base - Location	0
Base - Other	2,119,121
Other Total	308,327
Grand Total	2,923,035

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.



Students created this wirikada (kookaburra) and its nest through the Resurgence - Interwoven project.

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

The school sought feedback from parents/carers, students and teachers through a range of formats and on a variety of topics 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.

Semester 2 Tell Them From Me (TTFM) data indicated improvement in several areas compared with the Semester 1 survey. This included a lift of 10% of students reporting a positive sense of belonging, 7% more students in Years 4, 5 and 6 reporting they had an advocate at school and a 13% increase in expectations for success. Developing students' sense of belonging at school will continue to be a focus in 2024.

Providing opportunities for student voice is vital in strengthening their sense of belonging and engagement at school. Input from the Junior AECG ensures Aboriginal and Torres Strait Islander cultures are represented and embedded throughout the school environment and curriculum. It empowers Aboriginal and Torres Strait Islander students through real and active participation in school decision-making and provides a platform for Aboriginal student voice. Junior AECG members were actively involved in school-wide consultation, including around the design and installation of artwork. Results from the second 2023 TTFM survey showed that 100% of Aboriginal students indicated that they felt good about their culture at school, an increase from 94% in the 2022 survey.

2023 included a strong focus on educating students and families about the importance of regular attendance and the impact of non-attendance. The Semester 2 TTFM surveys indicated that 85% of students and 93% of parents understood that regular attendance was important.

The 2023 TTFM parent survey results demonstrated that parents and caregivers feel welcome when they visit the school; that school staff take an active role in making sure all students are included in school activities; and that the school helps students with disability or special needs feel welcome. Informal meetings and online platforms that are used to share students' work (for example, Seesaw) were identified as the most useful communication types, along with the school newsletter and emails. Parents contributed to school-wide decision-making through surveys, such as the sports review, informal and formal feedback and through the reformation of our P&C.

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. 94% of families were satisfied with the number of sessions offered; 94% of respondents feel welcome and respected at our school; 89% of students who attended the program felt comfortable about coming to school.

Data from the People Matter Employee Survey demonstrate favourable scores in the areas of ethics and values, risk and innovation, and role clarity and support. The areas which demonstrated the most improvement were teamwork and collaboration.

The TTFM staff survey results indicate the school mean is higher than NSW Government Norm in the areas of Leadership and Collaboration, and shows particular strength in our school leaders improving teaching and providing guidance for monitoring student progress, as well as teachers working together to support student learning and engagement.

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.