

Eschol Park Public School

2019 Annual Report



4558

Introduction

The Annual Report for 2019 is provided to the community of Eschol Park 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 school 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

Eschol Park Public School

Eschol Park Drive

Eschol Park, 2558

www.escholpark-p.schools.nsw.edu.au

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

9824 7111

Message from the principal

The success of Eschol Park Public School is underpinned by three key elements that promote quality teaching and learning programs for our students.

- 1) We have a highly dedicated and committed staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their best.
- 2) Our students are motivated to learn and participate in the range of educational opportunities provided for them at school.
- 3) The school enjoys wonderful support from our parents and the local community.

Mrs Karen Masciocchi

Principal

School background

School vision statement

Our Vision : A unique culture where everyone can succeed.

We see Eschol Park Public School as a safe, caring and well-resourced family environment, in which the staff, family and community work together with students to achieve quality educational outcomes.

Our school community promotes:

A LOVE OF LEARNING, THE CELEBRATION OF ACHIEVEMENT & A CULTURE OF CONTINUOUS IMPROVEMENT.

Our Mission : is to provide quality education and equitable welfare for all, within a supportive whole school community.

1. Quality Education:

We will maintain high standards, provide opportunities for excellence and aim for personal bests in everything we do. We will continuously seek improvement through effective evaluation, as the students move through recognisable stages of development.

2. Welfare for All:

We will promote lifelong learning within a safe and harmonious environment which reflects core values and Department of Education policy.

3. Community:

It is the parental expectation that Eschol Park Public School will continue to be a welcoming school where emphasis is placed upon strengthening whole school partnerships.

School context

Eschol Park Public School is located in South West Sydney and serves a diverse community. It is part of the St Andrews Network of schools for the Department of Education.

Students from a Language Background Other Than English (LBOTE) make up 38% of the school population and 8% of students identify as Aboriginal and/or Torres Strait Islander.

Eschol Park Public School recognises the importance of truth, quality, care, integrity, excellence, respect, responsibility, cooperation, participation, fairness and democracy. These values are incorporated into the curriculum, reflected in the policies and practices of the school and instilled in students by staff through the provision of quality teaching and learning experiences.

Our school motto is Truth, Quality and Care. The school and its community have high expectations of students and value the provision of a variety of learning opportunities. Many successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working in a team environment.

The staff is committed to and promotes a love of learning, the celebration of achievement and a culture of continuous improvement. Ongoing professional learning ensures the delivery of high quality and innovative teaching and learning programs.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Learning : Our efforts focussed strongly on **Learning Culture** (High Expectations), **Wellbeing** (Individual Learning Needs), **Curriculum** (Differentiation) and **Assessment** (Whole School monitoring of student learning) : Sustaining and Growing.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers regularly and consistently discussed and planned Curriculum teaching and learning experiences and assessment tasks. The staff developed consistent Scope and Sequences in targeted KLAs and these were used to effectively differentiate the curriculum to meet student needs. The strong performance of the school in creating a positive and productive learning culture among staff and students has been a positive feature of our progress. Our school programs identified and addressed the needs of specific student groups (EAL/D, Aboriginal students, talented students and students with a disability).

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school's Positive Behaviour for Learning (PBL) approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings according to the PBL focus.

All staff routinely used evidence of learning, including a range of formative assessments to inform their teaching, adapt

their practice and meet learning needs of students. In 2019 the whole school assessment schedule was reviewed and adapted to the introduction of the Progressions to allow teachers to analyse summative assessment data to identify learning progress of individual students and student cohorts. Teachers used summative data to identify student learning and validate formative assessment practices. This schedule will continue to be reviewed and adapted in 2020.

Teaching : The school's focus during 2019 was on **Effective Classroom Practice** (Explicit teaching and feedback) and **Learning and Development** (collaborative practice and feedback, coaching and mentoring and professional learning). Sustaining and Growing.

In 2019 our teachers continued their commitment to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers collaborated across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence-based programs and lessons, to meet the needs of all students and differentiate within the class. Through the Best Practice Observation Program (focussed on explicit teaching and differentiation) teachers provided and received constructive feedback from their peers and school leaders to improve their teaching practice.

Teachers had ongoing training in how to use data to evaluate student learning. They used a variety of tools to effectively evaluate student learning such as ALAN class analysis reports, SCOUT data, Progression tracking and class assessment data. We continued to use selected internal and external data collection tools such as standardised assessments including NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. A coordinated approach is used to identify areas for improvement in student learning. Student learning data is used to allocate resources across the school to equitably support learning accommodations and adjustments.

The school continued to monitor the accreditation status of all staff and encouraged the pursuit of higher levels of accreditation. All teachers used professional standards and Performance Development Plans (PDP) to identify and monitor specific areas for development or continual improvement. In 2019 the accreditation mentorship program continued with further participants completing the accreditation process.

Leading : Our priorities in 2019 have been to progress **Educational Leadership** and **Management Practices and Processes**. Sustaining and Growing

Throughout 2019, the leadership team continued to model instructional leadership and support a culture of high expectations and community engagement, with the emphasis on whole school improvement. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Building the capacity of others was a priority in 2019 and mentoring / coaching and providing experiences for staff who are aspiring school leaders were implemented. Highly skilled teachers were released to work with colleagues to demonstrate quality practice or provide feedback on teacher practice following lesson observations. The consistency and effectiveness of the implementation of our Key Strategic Directions throughout the year have been due to a strong foundation of leadership capacity building across the school.

Leadership in strategic professional learning and management practices using collaborative processes were prioritised. Strategic financial management was used to find efficiencies in the school budget and maximise resources to implement the school plan. The ongoing refinement of the SBAR and LMBR systems provided more resources to support the school plan. Using the varying the mix of staff option, we were able to be creative in our workforce planning to provide additional executive, teacher and SLSO staff to support teaching and learning.

Strategic Direction 1

Quality Teaching and Learning

Purpose

The delivery of a comprehensive, balanced curriculum that meets the needs of every child in the school.

To provide a high standard of education that prepares students to be 21st century learners through :

- a comprehensive curriculum that builds not only a solid grounding in basic skills but also supports students to be creative and inspired problem solvers,
- quality teaching and learning programs ensuring opportunities for excellence and aimed at achieving personal bests,
- personalized and differentiated learning
- relevance, motivation and challenge
- student reflection and sharing

Improvement Measures

- 1) 80% or more of students achieve one year of growth for each academic year of learning.
- 2) 5% increase in top two bands in NAPLAN Reading, Writing and Numeracy (R.W.N). 95% of all students at/above national minimum standard in NAPLAN R.N.W.
- 3) 85% of all students at/above grade appropriate school benchmarks in English and Mathematics
- 4) Aboriginal students have a quality Personalized Learning Pathway.
- 5) Evidence of a range of assessment and feedback practices in the school.

Progress towards achieving improvement measures

Process 1: Professional Learning

Ongoing Professional learning for all staff focusing on implementing best practice in all curriculum areas. All staff to provide consistent and differentiated quality teaching focusing on students' skills of critical thinking, creativity, collaboration and communication and address the School Excellence Framework elements.

Evaluation	Funds Expended (Resources)
<p>Quality teaching practices continued to be the main school focus for professional learning during 2019. The school continued to make progress towards achieving our improvement measures. Quality teaching and learning and the use of effective feedback, as well as a focus on explicit teaching and differentiation, ensured the school worked collaboratively to improve student outcomes. Professional Learning continued for all teaching staff in giving and using effective feedback with students. A powerful learning culture is evidenced across the school through practices which are responsive to the learning needs of all students.</p> <p>Through the use of planning days, research days, professional learning and stage meetings, teachers were able to participate in regular and consistent quality teacher judgement and collegial dialogue which enabled differentiated, individualised and consistent teaching across all classes.</p> <p>A strong focus on the whole child continued through 2019 with the emphasis on Music and Drama. A teacher with expertise in the Creative Arts was released from class to provide mentoring for staff by working regularly in classrooms, collegially programming and running Professional Learning sessions. This teacher also was an integral member of the Eagle Vale High School linkage program focussed on Music. A highly skilled teacher was also</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$60081.00)• Initiative Funding (\$22131.00)• Socio-economic background (\$24000.00)

Progress towards achieving improvement measures

employed to work in classrooms to implement the odd year Scope and Sequence for the new Science and Technology Syllabus.

A school funded mentor/teacher continued to focus on differentiation of the curriculum to meet the needs of all learners. The role included the provision and enhancement of Professional Learning for all staff as well as teaching specific student groups in Mathematics and English.

The Observation of Best Practice approach to teaching and learning was a feature of Professional Learning throughout the year with focus areas of Writing and Mathematics as well as some requested interest areas. Professional learning activities were linked to the school plan and remained focused on improvement in teaching and students achieving at their best.

Process 2: Employment of an Instructional Leader/Mentor to provide and enhance PL for staff and embed current pedagogy that supports the design of high quality teaching and learning programs, to provide enrichment lessons for students and to strengthen the parent role in their children's learning.

Evaluation	Funds Expended (Resources)
<p>An executive teacher was released from class for the year to work explicitly with students who needed to be extended in Mathematics and with a target group for Writing. Her role was to concentrate on the need for differentiation to meet the needs of all learners.</p> <p>The role included the provision and enhancement of Professional Learning for all staff as well as the teaching role in Mathematics and English (Writing specifically). Years 3–6 streamed for Mathematics lessons and this teacher taught the students who needed extension in Stages 2 and 3. Target writing groups were formed in Stage 2 in response to analysis of NAPLAN where there was a large number of students who scored in the higher bands for Reading but one or two bands lower for Writing. This executive teacher led the Program and taught one of the groups.</p> <p>A part of her role was the linking of parents with their child's learning goals and increasing their ability to support their children at home. This was accomplished mainly through parent/teacher information sessions but also with individual meetings with parents and their child's class teacher.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$107000.00)

Process 3: Implement quality evidenced based teaching, learning and reporting programs for improved outcomes for EAL/D and Aboriginal students.

Evaluation	Funds Expended (Resources)
<p>All 32 Aboriginal students had a quality Personalised Learning Pathway in place. These were developed in consultation with parents, students and teachers and were closely implemented, monitored and regularly evaluated throughout the year.</p> <p>A teacher was employed one day per week to work with those students requiring support in Mathematics and English (see Key Initiatives section). Student achievement was tracked consistently by this teacher and regularly communicated to the class teachers.</p> <p>EAL/D students were monitored and tracked mainly using the EAL/D Progressions. Many of these students required Individual Education Plans which were written in collaboration with the parents, students, EAL/D teacher and class teachers.</p> <p>A teacher was employed three days per week for the year to work supporting students in small intensive groupings and also within the classrooms with class teachers. (see Key Initiatives section)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$28161.00) • English language proficiency (\$45222.00) • Socio-economic background (\$18000.00)

Progress towards achieving improvement measures

Process 4: Assessment

The use of qualitative and quantitative assessment strategies that are fair and flexible, provide an appropriate level of challenge and engage students in learning in meaningful ways.

Evaluation	Funds Expended (Resources)
<p>All teachers demonstrated assessment for, as and of learning in the planning and delivery of teaching and learning programs. Staff term reflections indicated they used formative, as well as summative assessment tasks, in their classrooms. All teachers continued embedding consistent and accurate assessment processes in stage teams in English and Mathematics. Teachers implemented a range of strategies to provide explicit feedback to students so they knew how to improve their learning.</p> <p>NAPLAN : Performance percentage in top two bands in 2019:</p> <p>Year 3 – Reading 48% (2018 53%) Numeracy 40% (2018 45%)</p> <p>Year 5 – Reading 39% (2018 44%) Numeracy 19% (2018 42%)</p> <p>Percentage of students at/above national minimum standard</p> <p>Reading: Year 3 – 96% Year 5 – 95%</p> <p>Writing: Year 3 – 98% Year 5 – 100%</p> <p>Numeracy: Year 3 – 100% Year 5 – 98%</p> <p>Scout Report : Trend Data of NAPLAN Value added Across Year 3 – Year 5 indicated the school is Excelling.</p> <p>SCHOOL DETERMINATIONS</p> <p>The following totals indicate the percentage of students at grade appropriate levels and above (A,B,C) at the end of the school year according to the formal written reports based on Internal Data. We did not meet our target of 85% at/above grade appropriate school benchmarks in English and Mathematics in all grades.</p> <p>Reading: Yr1–74% Yr2–89% Yr3–78% Yr4–84% Yr5–73% Yr6–87%</p> <p>Writing: Yr1–69% Yr2–80% Yr3–64% Yr4–76% Yr5–59% Yr6–77%</p> <p>Number & Algebra : Yr1–72% Yr2–76% Yr3–82% Yr4–75% Yr5–48% Yr6–79%</p> <p>The Observation of Best Practice approach to teaching and learning was a feature of Professional Learning throughout the year with focus areas of Writing and Mathematics as well as some requested interest areas.</p> <p>All staff participated in a number of in-services and have received support through collaborative planning of assessment tasks, tracking and analysis of student performance data.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$28161.00) • Professional Learning (\$22131.00) • English language proficiency (\$45222.00) • Low level adjustment for disability (\$107950.00) • Socio-economic background (\$60000.00)

Next Steps

1. Continue to implement the Literacy and Numeracy Progressions to effectively track student performance.

All teachers will use the Progressions and PLAN/ALAN data to inform their programming for learning.

2. Implement and continue to use the Observation of Best Practice Approach as a sustainable process for ongoing

professional learning.

3. The focus Australian National Curriculum KLA's for implementation will be Science (Even Year Scope and Sequence units) and PD./Health./PE. We will continue to use the successful implementation processes that have been used for English, Mathematics, History and Science & Technology.

3. Continued employment of a teacher to work specifically with Aboriginal students embedding quality practices and extending the links with our Aboriginal Education Consultative Group and our parent group.

4. Continue to build upon Learning and Support processes (through the effective Learning and Support Team) and strengthen the support for talented students through the teacher /mentor program.



Strategic Direction 2

Quality Leadership and Management

Purpose

The delivery of high quality strategic leadership and management throughout the school.

To lead for learning:

- creating powerful, equitable learning opportunities for students, teachers and the system, and motivating all participants to take advantage of these opportunities
- strengthening leadership and the management capacity of school staff and executive teachers to drive school improvement
- inspiring the school community by fostering responsibility, citizenship, active listening and pride

Improvement Measures

1. Increased numbers of staff pursuing leadership roles within and outside the school and participating in registered professional development programs.

2) Effective implementation of Performance and Development Plans (PDP) as per DoE requirements, 100% staff achievement of identified goals.

3) Teachers' practice reflects the Australian Teaching Standards.

4) Formal mentoring or coaching supports the improvement of teaching and leadership practice.

5) Increased participation rates in student leadership programs.

Progress towards achieving improvement measures

Process 1: Professional Learning/Individual and Collective Capabilities.

Targeted professional learning is provided for staff in accordance with individual Performance Development Plans and linked to the Australian Professional Standards.

Creation of a sense of clarity and coherent support for the improvement of teaching and learning.

Utilize internal and external expertise to facilitate and provide collaborative learning to relevant stakeholders.

Evaluation	Funds Expended (Resources)
<p>Staff reflected upon and attained their professional goals and teaching requirements which formed part of the school's Performance and Development process (PDP). The purpose of this process is to support the ongoing improvement of student outcomes through continuous development of skilled, effective and professional teachers. During 2019 this involved induction for new staff members, support to help teachers gain accreditation at Proficient and Lead level, ongoing support for maintenance of proficient level, career pathways and leadership development.</p> <p>Several experienced teachers took on coaching and mentoring roles in 2019 to support beginning teachers. All staff members were actively encouraged to attend Professional Learning outside and within school. 100% of staff attended registered outside of school Professional Learning courses.</p> <p>All staff achieved their personal learning goals and school identified goals to varying degrees depending on their experience level. The PDPs were written collaboratively and in consultation with mentors and stage leaders as part of the QTSS program. One staff member attained the level of Proficiency in the Accreditation process. One other staff member is currently working towards</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$6000.00)• Quality Teaching, Successful Students (QTSS) (\$60081.00)• Support for beginning teachers (\$14130.00)

Progress towards achieving improvement measures

attaining Proficiency and one staff member is working towards attaining Lead accreditation.

Regular consultation and supervisory practices indicated that the Australian Teaching Standards were reflected in teaching practice and were evident in Staff Performance and Development Plans (PDPs).

Process 2: The Leadership Team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of this school plan.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Evaluation	Funds Expended (Resources)
<p>Proactive professional learning teams were enthusiastically led by school leaders across stages and curriculum areas that were focussed on using best evidence-based practice and data analysis delivering consistent quality teaching and achievement of Australian Professional Standards.</p> <p>Executive staff completed courses on providing effective feedback, leading the Progressions implementation, formative assessment and attended the Pragmatic Thinking Program provided through the St Andrews Network and the Primary Executive Network Meetings.</p> <p>One Executive teacher was part of the Sarah Redfern High School Beginning Teachers Induction Group. This group of executive teachers led the Inquiry Action Plan : Beginning Teachers Induction throughout the year which included an overnight conference in the Southern Highlands, Teach Meet afternoon sessions and specific topic forums & in-services.</p> <p>Each of the Executive teachers took on one or part of one of the Strategic Directions of the School Plan each to lead, implement, monitor and evaluate.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$18000.00) • Support for beginning teachers (\$14130.00)

Process 3: Student leadership

Build on current student leadership programs and increase student voice inspiring further responsibility, citizenship, active listening and pride.

Evaluation	Funds Expended (Resources)
<p>Student leadership was enhanced through an effective Student Representative Council (SRC) which was led by senior students and encouraged student voice across the whole school.</p> <p>Regular SRC meetings were held where representatives from each class attended and participated fully in the process. The SRC provided meaningful leadership opportunities for students. It involved 8 student representatives from each class throughout the year as well as the Leadership Team who met regularly to discuss various school issues and offer solutions to problems that they felt were occurring.</p> <p>The SRC Leaders provided a summary of their meeting discussions and decisions and reported to the P&C each term. This reporting process involved all leaders speaking and in turn answering questions from the P&C members. The SRC ran many activities during the year including fundraising for selected charities and for the Year 6 Farewell Dinner & Dance and many school based celebrations such as Book Week, Mad Hatter's Day and Harmony Day.</p> <p>The Student Leadership Team along with a teacher attended the Sydney based GRIP Conference which provided opportunities for senior students to learn about the various forms of leadership.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • School Operating Funding (\$3000.00)

Next Steps

1. Continue to implement and enhance the Performance and Development process through the QTSS Program to ensure all staff members' needs are being met at appropriate levels. Encourage and support new members of staff to complete their accreditation in 2020.
2. All staff members will be actively encouraged to attend Professional Learning outside and within the school. Ensure resources are fairly distributed to allow this to occur.
3. Professional development in line with the School Plan.
4. Continue to develop leadership capacity and professional practice to support and enhance teaching and improve learning outcomes for students.



Strategic Direction 3

A Collaborative and Inclusive culture.

Purpose

Enhancing an effective, collaborative and inclusive school culture by :

- building a supportive and cooperative community by fostering an atmosphere of collegiality and openness.
- fostering the common values of our community, while being sensitive to the specific values of various groups which make up the community and acknowledging the rights and responsibilities of parents..
- creating a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.
- developing the skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility.

Improvement Measures

1) Improved attendance rates in line with DoE targets.

2) Positive 'Tell Them from Me' feedback data.

3) High level of achievement of school awards.

4) To increase parent/carer engagement in supporting their child's learning as evidenced by attendance at parent teacher interviews and PLP & IEP processes.

5) Positive and respectful relationships are evident among staff, students and parents promoting student wellbeing and ensuring optimum conditions for student learning.

Progress towards achieving improvement measures

Process 1: Wellbeing and Support

High quality, proactive wellbeing programs are in place that have clearly defined behavioural expectations and create a positive teaching and learning environment. Consistent monitoring, analysis and sharing of welfare data.

Evaluation	Funds Expended (Resources)
<p>Positive "Tell Them From Me" feedback data indicated that parents, students and teachers revealed a positive review of the school as a whole and also of individual programs. Data indicated at, above or well above average compared to state norms in the majority of domains. Positive teacher –student relations : students feel teachers are responsive to their needs and encourage independence with a democratic approach – School mean was 8.9 (NSW Govt norm was 8.4). See Parent/caregiver, student, teacher satisfaction section for detailed report.</p> <p>The school is a Positive Behaviour for Learning (PBL) School and a strong emphasis is placed on four core rules based on our values : Be a Quality Learner, Be Respectful, Be Caring and Be Safe. School expectations are explicitly taught and displayed on matrixes around the school. The Learning Support Team monitors classroom and playground data and ensures that PBL expectations are being met and students rewarded for positive behaviour.</p> <p>The Trade Up Award System is highly valued and very well received by the school community.</p> <p>Ten students received the highest level awards and were presented with medallions at the Annual Presentation Day Ceremony.</p> <p>40 students achieved Gold Awards which were presented at Whole School</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$33248.00)• Low level adjustment for disability (\$5000.00)

Progress towards achieving improvement measures

Assemblies. These students were invited (along with their parents) to a special morning tea to celebrate their efforts.

124 students earned Silver Awards. A celebration barbeque was held for these students.

The Learning Support Team underpins the Wellbeing and Welfare practices of the school and operates under the PBL Framework. The team consisting of the school counsellor, L&S teacher, support staff, EAL/D teacher, stage representatives and Principal met fortnightly and monitored the welfare and progress of all students.

75 students had adjustments implemented as identified in the Nationally Consistent Collection of Data on Students with Disability (NCCD)

Social skills lunchtime clubs such as soccer club, computer club, drawing club and dancing club supported identified students in K–6. This has led to continued improvement in playground behaviour.

Children on behaviour levels: Term 1: 7, Term 2: 2, Term 3: 5, Term 4: 3

Process 2: Attendance & Transitions

Promote and facilitate effective strategies to improve student attendance.

Implement high quality supportive programs at transition points – starting school and Year 6 to 7.

Evaluation	Funds Expended (Resources)
<p>Attendance rates were in line with DoE State targets. The Home School Liaison Officer regularly monitored attendance rates and the school was proactive in ensuring student attendance was closely monitored and students at risk were followed up consistently.</p> <p>Particularly pleasing attendance rates:</p> <p>Kinder: 92.6% Year 3: 94.4% Year 5: 93.50% Year 6: 92.90%</p> <p>Attendance Awards, along with a PBL Award, were given to students at the end of each term who had 2 whole day or 2 partial absences or 1 whole day & 1 partial absence.</p> <p>Some highlights of students receiving these awards include :</p> <p>Kindergarten: Term 1 – 43% Year One :Term 1 – 34% Year Five :Term 2 – 44% Year Six: Term 2 – 46%</p> <p>Transition Point Programs proved to be successful for Year 6 –7 and Starting Kindergarten.</p> <p>The school holds three Kinder Orientation Sessions towards the end of the year. These are held at different times to allow the children to be familiar with the variety of sounds and activities during a school day.</p> <p>During the third orientation session, while the children were in classes, the parents rotated through 6 different stations where detailed information and handouts were given to explain what we do at EPPS. Parents were encouraged to ask questions and clarify understanding.</p> <p>Evaluation of these sessions included such positive comments as:</p> <p>* Interesting to learn how maths is introduced and how we can help our kids at home</p> <p>* Love the Trade Up Award system – a fair for all approach</p>	

Progress towards achieving improvement measures

- * Comprehensive and interesting information presented
- * Feel very comfortable sending my first child to school here
- * Liked the Uniform feedback from P&C & kinder parent perspective
- * Home reading & Sight words – excellent explanation

Our Feeder High School is Eagle Vale High School and the students took part in many transition and linkages programs. These included Taster days, Debating Competitions, Leadership Days, High School staff working with our Stage 3 students in Music and Science and Technology programs.

Extra Transition visits for students in need were identified through the Learning & Support Team (LST). Appropriate levels of support were discussed with Year 7 coordinators at a LST meeting at which the high school staff attended.

Process 3: Communication

Use various modes of communication to engage the community. Invite parents /community members to attend special events and utilize the expertise of the community. Parent/teacher and Three Way interviews to support a holistic approach across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
<p>School practices and processes were responsive to the whole school community feedback.</p> <p>Survey results after many of the school community events indicated that parents were very satisfied with the many occasions they were invited to come and share learning and celebrations with their children at school.</p> <p>Approximately 80% of parents attended the successful Book Week and Open Day celebrations and 75% the Mad Hatter's Day. School Assemblies were always well attended by parents who were able to be present when their child received a special award or presented an item with their class group.</p> <p>The parent group found the access to information and various events through social media very practical.</p> <p>100% of school events were communicated through the School Newsletter (The Grapevine), the LED School Signage, on the Skoolbag App and through interview bookings online (which proved to be an excellent and practical way for parents to book their parent/teacher interviews online).</p> <p>The school's reporting to parents process was well received and proved valuable to all.</p> <p>In early Term 1, parents were invited to interviews with the specific idea of sharing information about the child's strengths and needs and formulating goals for the short and long term.</p> <p>Term 2 : Formal written reports were sent home and Three Way Conversation interviews followed where the student, parent and teacher attended. During this process, students were able to demonstrate and reflect on their skills and strategies in art, reading, writing and numeracy.</p> <p>Term 3 : Parent/Teacher interviews were held where student strengths and areas of need were discussed.</p> <p>Term 4 : Formal written reports were sent home and interviews were held to evaluate Individual Learning Plans for identified students.</p>	

Progress towards achieving improvement measures

Process 4: Aboriginal and EAL/D students are supported by strong partnerships between school and families to increase engagement & achievement.

Evaluation	Funds Expended (Resources)
<p>Strong partnerships between school and families for our Aboriginal and EAL/D students continued to be formed during the year.</p> <p>Programs supported community cultural activities leading to higher engagement for the students in their Aboriginality and a greater awareness and acknowledgment by the school community of students with Aboriginal background. One such program that involved Aboriginal parents working at school with the students for Art lessons was the entry process for the 28th Annual MIL–PRA Exhibition. The children submitted individual paintings and a school group painting. At the start of each lesson, share sessions where students shared their names, age, country, mob and totem were held.</p> <p>Harmony Day is a highlight especially for our EAL/D community and the celebrations are always well attended by these families and their extended families. Students wear their National Costumes and perform songs, plays and dances from their cultural background with lots of support from their parents and the EAL/D teacher.</p> <p>We specifically invited some EAL/D parents to the school to provide support with Developmental Play Sessions in Kindergarten. The parents who volunteered their time found this to be a very supportive way to be in the classrooms and not be reliant on their command of English.</p>	

Next Steps

1. 2020 will continue to see a sustained effort to increase the number of EAL/D parents involved in the school. This will involve getting as much school based information as possible translated into the main cultural group languages. and continuing to engage parents directly through bilingual students. and teachers.
2. Learning & Support team to continue to monitor and provide support for students as identified through NCCD..
3. Work with the Community of Schools to develop leadership opportunities for the EPPS Student Leadership Team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$28 161.00) 	<p>All Aboriginal students have a Personalised Learning Pathway (PLP) developed in consultation with parents, students and teachers. A strong connection was formed with The Fields AECG and the students participated in many combined celebrations and activities.</p> <p>A teacher was employed one day per week to support targeted students especially in mathematics, reading and writing. Under the guidance of this teacher, the students presented Aboriginal Dreamtime stories as part of Harmony Day celebrations. They also participated in local NAIDOC Week celebrations with other school groups and displayed art projects at Casula Powerhouse Arts Centre as part of the MIL-PRA AECG. The students attended the University of Western Sydney Programs : Keeping Pace and Science Matters.</p> <p>Stage 3 students participated in the OCHRE Opportunity Hub : a 10 week program aimed at providing Aboriginal young people in Years 5-12 at school with the confidence, knowledge and assistance to follow a supported pathway through school to further education and employment.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$45 222.00) Socio-economic background (\$18 000.00) 	<p>The EAL/D teacher worked three days per week supporting students in small intensive group sessions and also in the classrooms working with class teachers. All EAL/D students access support.</p> <p>38% of students with a language other than English attended the school with the largest proportions being Arabic 21%, Spanish 19% and Samoan 10%</p> <p>Very strong community support was evident for the school's Harmony Day celebrations.</p> <p>Analysis of NAPLAN indicated that EAL/D students are achieving at comparable levels to other students at the school.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$107 950.00) 	<p>Equity Funding for low level adjustments for disability is an allocation to support students in regular classrooms who have additional learning and support needs. All students requiring adjustments and learning support were catered for through the development and implementation of Individual Education Plans (IEPs) in consultation with parents, class teachers and the Learning and Support Team.</p> <p>Approximately 140 students were catered for through differentiated learning programs in their classrooms or through small group withdrawal mainly using the Mini Lit and Multi Lit Programs. Two experienced full time teachers provided this support.</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$107 950.00) 	<p>Support teachers, SLSOs and class teachers provided consistent support which included: Maths groups, Fine Motor, Intensive Reading, Writing and Sight Word Program.</p> <p>School Learning and Support Officers(SLSOs) were employed to assist in the classrooms and on the playground particularly supporting those children who found forming friendships difficult.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$60 081.00) 	<p>An Instructional Leader/Mentoring Program implemented by Executive teachers resulted in extensive professional development opportunities for each teacher in the school.</p> <p>The main focus of the support was the development of staff knowledge, expertise and understanding in the implementation of the progressions to monitor and track student progress.</p> <p>Three executive teachers mentored two beginning teachers specifically towards achieving Accreditation. Performance and Development Plans were written and monitored through the QTSS Program</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$192 094.00) 	<p>An executive teacher was released from class to take on the role of Instructional leader/mentor. A temporary teacher was employed for the year to teach the class. The mentor provided and enhanced teacher Professional Learning specifically in Number, Reading and Writing. This teacher also taught identified groups of talented students in Mathematics and Writing.</p> <p>This funding was also used to provide extra professional learning specifically the L3 Program, supplementation of the Best Practice Observation Program and other interest based professional learning opportunities. SLSOs were funded to provide additional support to various students and the EAL/D program was also funded to allow it to operate for the whole year.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>One targeted Graduate teacher commenced at the school in 2018 and one temporary teacher (in his first year of teaching) was employed. During 2019, funding was used to continue to support these teachers with allocated extra time released from class and regular supervisor support to enhance their teaching practice and classroom management.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$14 800.00) 	<p>One student with significant English needs was supported one day per week for most of the school year by the EAL/D teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	153	152	157	171
Girls	178	182	190	186

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	95.3	93	92.6
1	93.4	93.7	95.2	91.6
2	94.9	93.5	94.7	92.2
3	93.5	93.8	92.5	94.4
4	93.9	93	93.6	92.1
5	95.6	94.5	94.7	93.5
6	94.3	93	93.6	92.9
All Years	94.4	93.8	93.9	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.75
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	332,847
Revenue	3,219,801
Appropriation	3,126,177
Sale of Goods and Services	10,461
Grants and contributions	81,353
Investment income	1,810
Expenses	-3,186,465
Employee related	-2,913,306
Operating expenses	-273,159
Surplus / deficit for the year	33,336

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.

	2019 Approved SBA (\$)
Targeted Total	59,927
Equity Total	373,427
Equity - Aboriginal	28,161
Equity - Socio-economic	192,094
Equity - Language	45,222
Equity - Disability	107,950
Base Total	2,453,868
Base - Per Capita	81,419
Base - Location	0
Base - Other	2,372,449
Other Total	187,759
Grand Total	3,074,981

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.

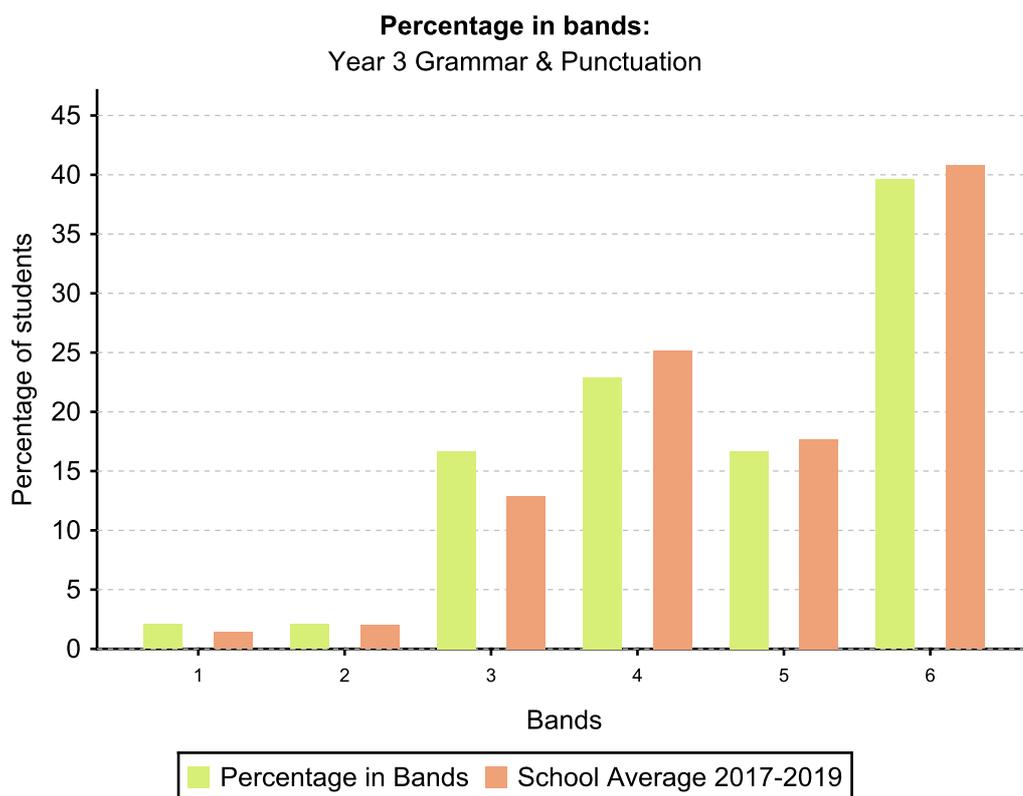


School performance - NAPLAN

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.

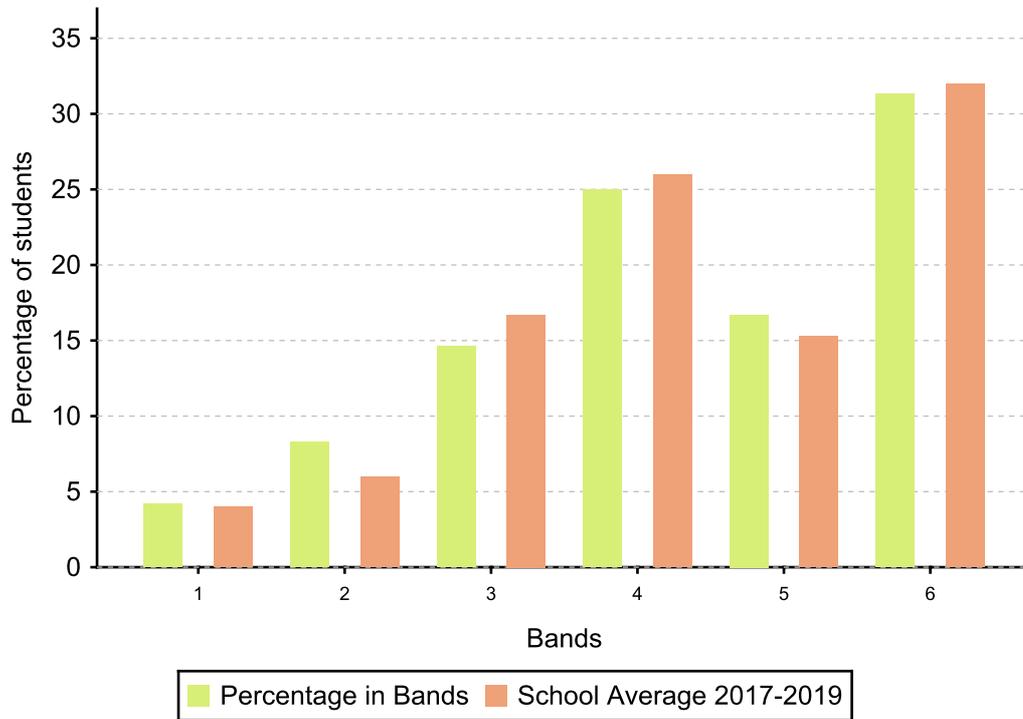
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



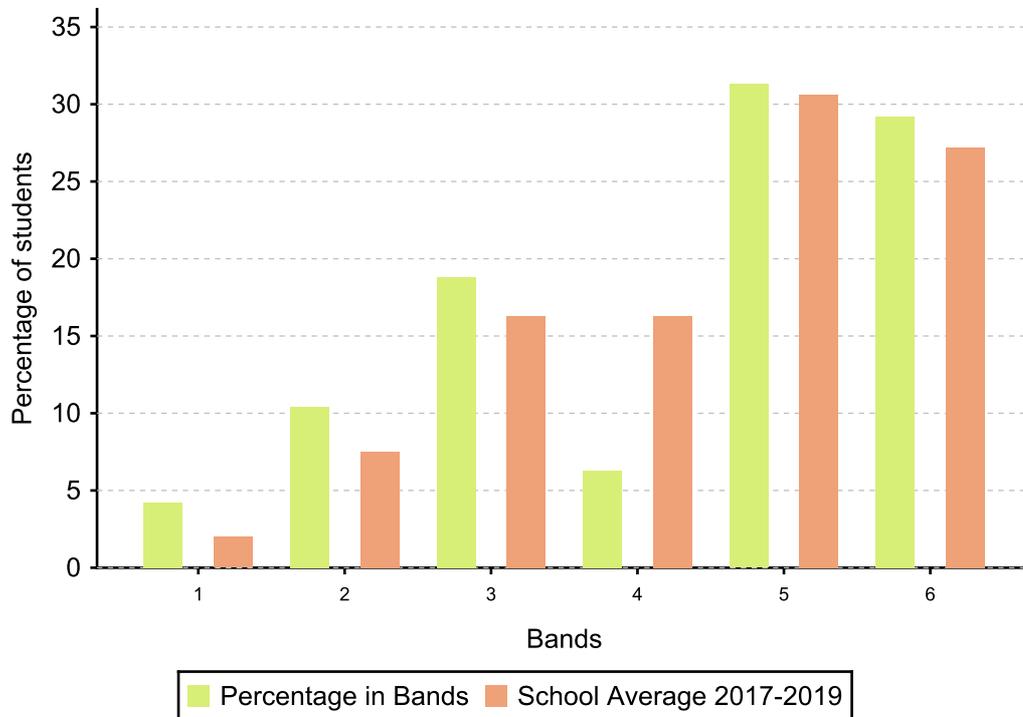
Band	1	2	3	4	5	6
Percentage of students	2.1	2.1	16.7	22.9	16.7	39.6
School avg 2017-2019	1.4	2	12.9	25.2	17.7	40.8

**Percentage in bands:
Year 3 Reading**



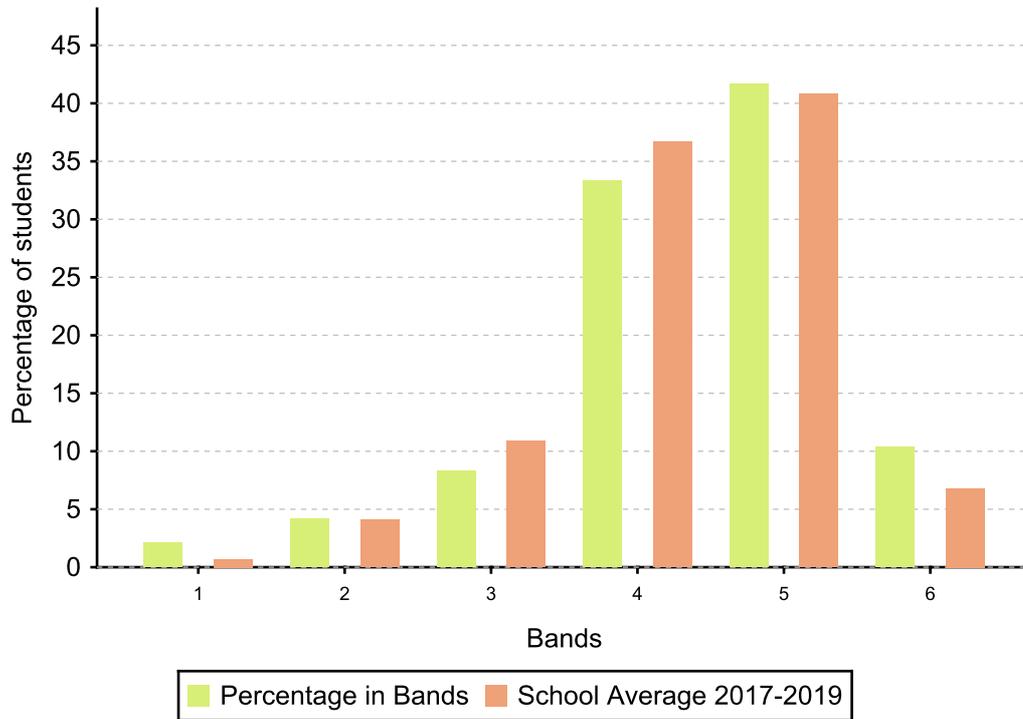
Band	1	2	3	4	5	6
Percentage of students	4.2	8.3	14.6	25.0	16.7	31.3
School avg 2017-2019	4	6	16.7	26	15.3	32

**Percentage in bands:
Year 3 Spelling**



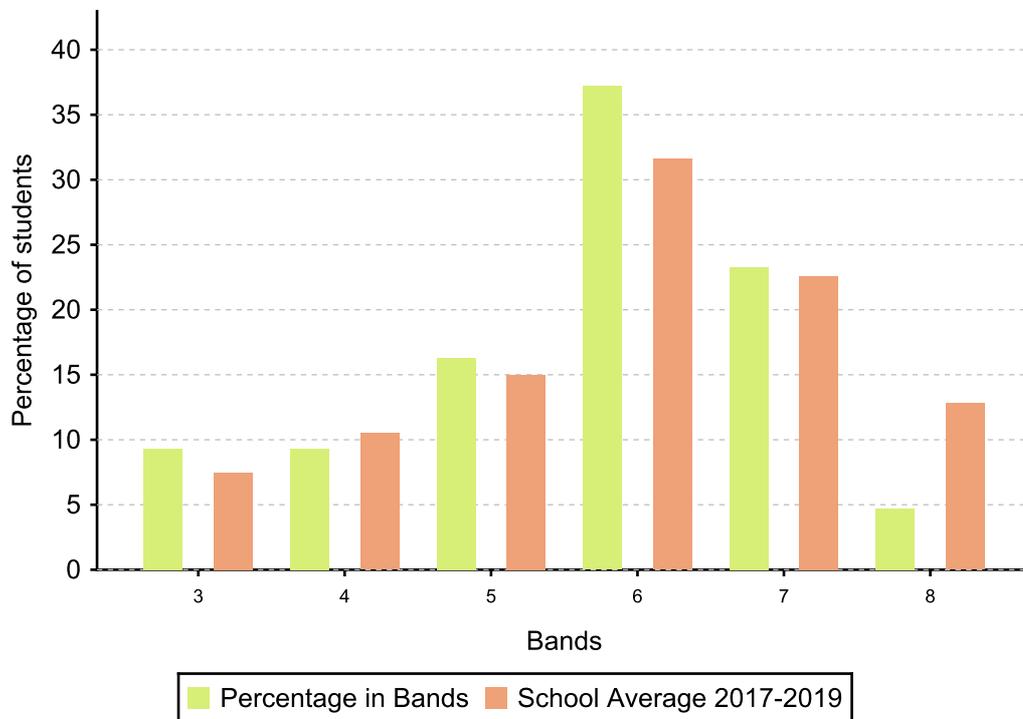
Band	1	2	3	4	5	6
Percentage of students	4.2	10.4	18.8	6.3	31.3	29.2
School avg 2017-2019	2	7.5	16.3	16.3	30.6	27.2

**Percentage in bands:
Year 3 Writing**



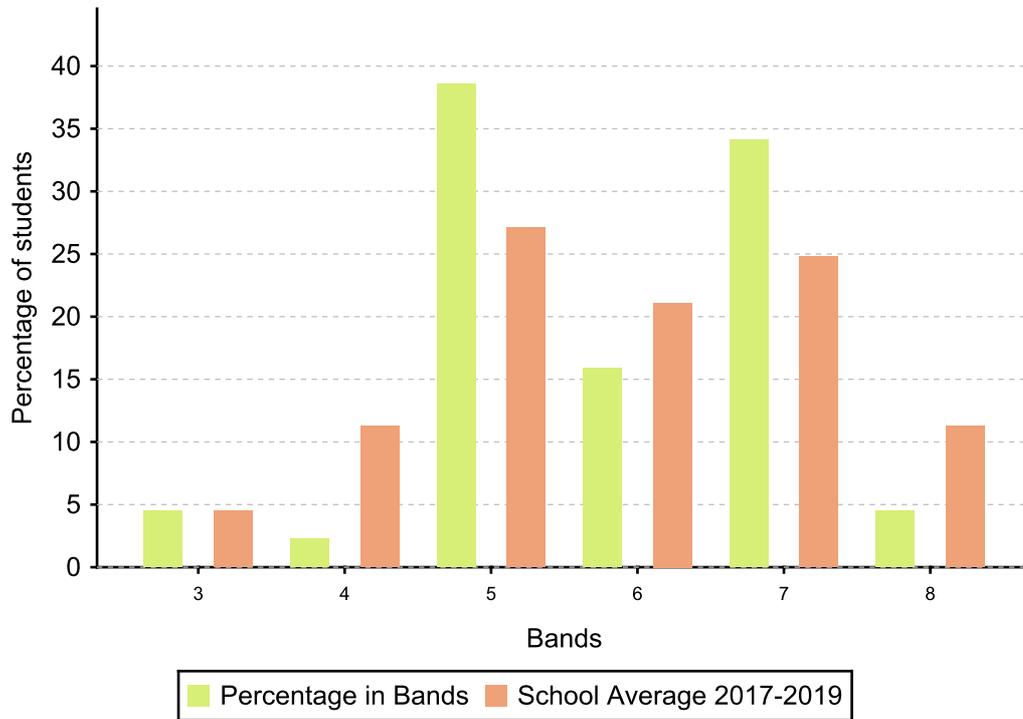
Band	1	2	3	4	5	6
Percentage of students	2.1	4.2	8.3	33.3	41.7	10.4
School avg 2017-2019	0.7	4.1	10.9	36.7	40.8	6.8

**Percentage in bands:
Year 5 Grammar & Punctuation**



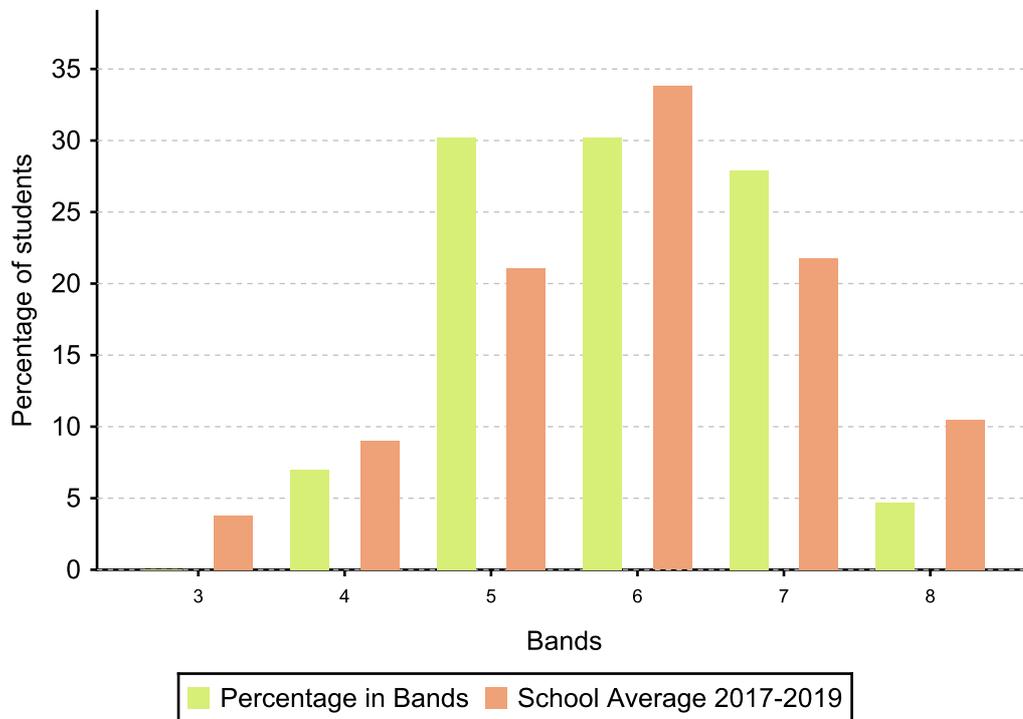
Band	3	4	5	6	7	8
Percentage of students	9.3	9.3	16.3	37.2	23.3	4.7
School avg 2017-2019	7.5	10.5	15	31.6	22.6	12.8

**Percentage in bands:
Year 5 Reading**



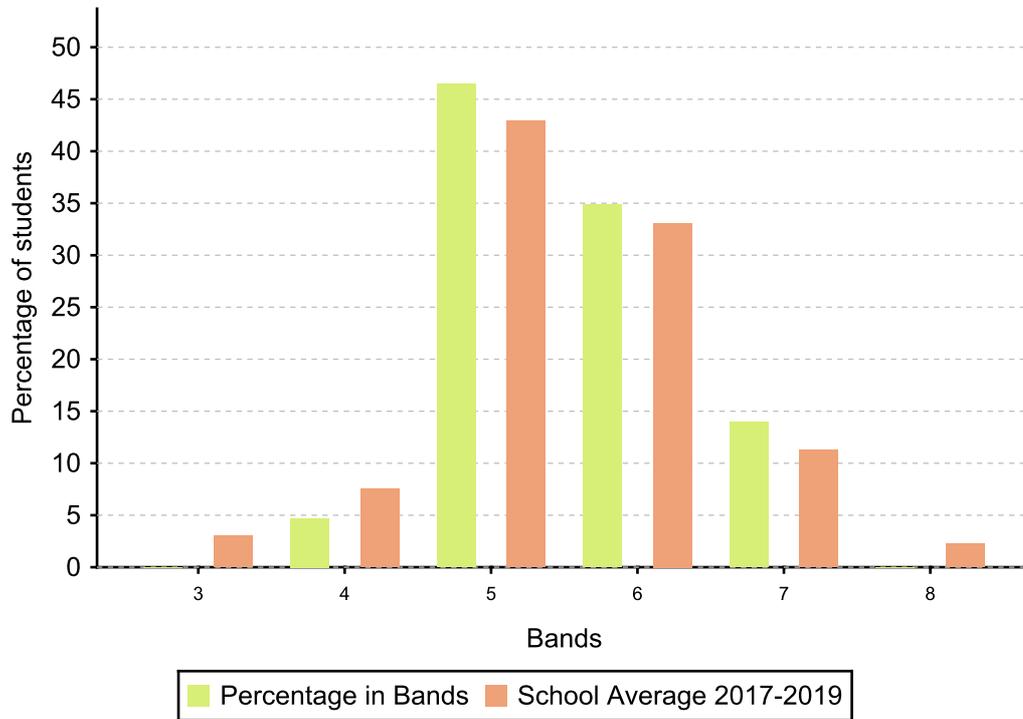
Band	3	4	5	6	7	8
Percentage of students	4.5	2.3	38.6	15.9	34.1	4.5
School avg 2017-2019	4.5	11.3	27.1	21.1	24.8	11.3

**Percentage in bands:
Year 5 Spelling**



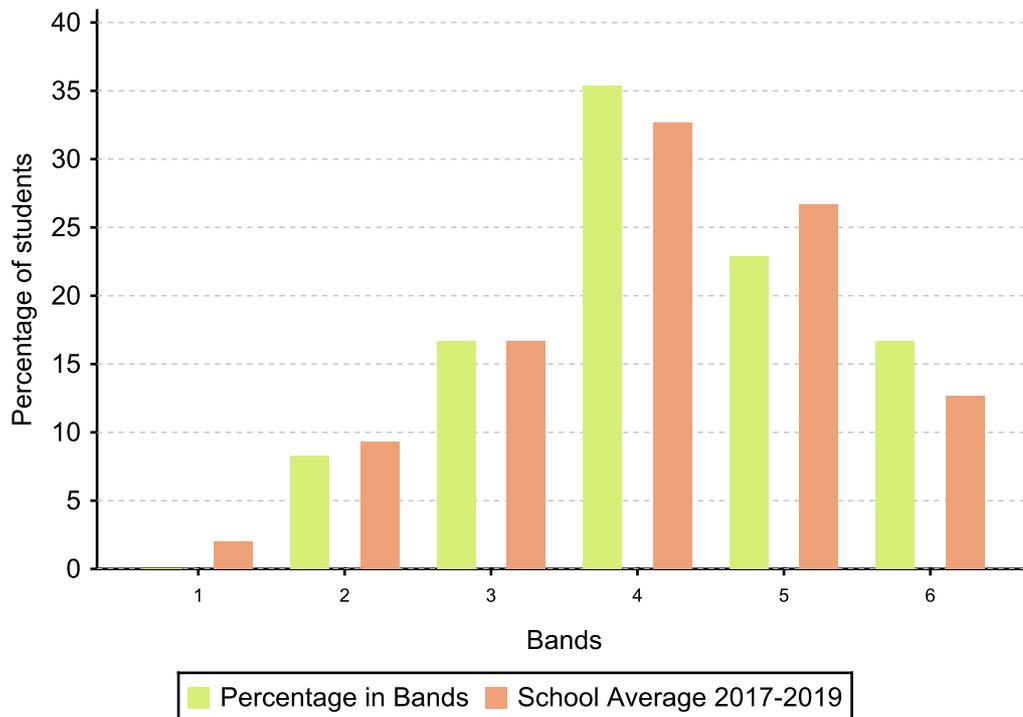
Band	3	4	5	6	7	8
Percentage of students	0.0	7.0	30.2	30.2	27.9	4.7
School avg 2017-2019	3.8	9.0	21.1	33.8	21.8	10.5

Percentage in bands:
Year 5 Writing



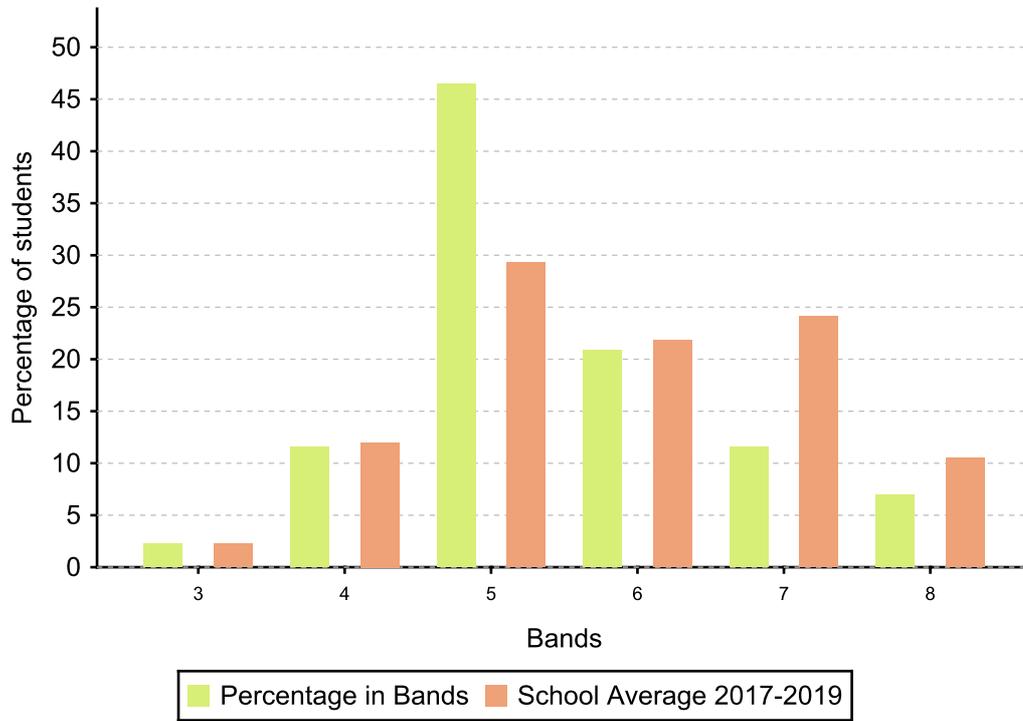
Band	3	4	5	6	7	8
Percentage of students	0.0	4.7	46.5	34.9	14.0	0.0
School avg 2017-2019	3	7.5	42.9	33.1	11.3	2.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	16.7	35.4	22.9	16.7
School avg 2017-2019	2	9.3	16.7	32.7	26.7	12.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.3	11.6	46.5	20.9	11.6	7.0
School avg 2017-2019	2.3	12	29.3	21.8	24.1	10.5

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are printed below. Using the Tell Them From Me Survey and school based surveys, it is obvious that there is a high level of community satisfaction at the school.

STUDENT results indicated that:

Students are interested and motivated in their learning and classroom instruction was relevant in their everyday lives.

Students felt that classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them learn. Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.

There were clear rules and expectations for classroom behaviour. Students understood these and teachers maintained high expectations that they be followed.

Students indicated that they were happy at school and were happy with what was happening at their school. They liked their teachers and felt proud of their school.

STAFF results indicated that:

The students were the school's main concern and that our welfare programs were effective and supportive.

They were happy at the school and that they were given many opportunities for professional development.

Staff felt that the general running of the school was successful and the lines of communication are open.

They worked well with school leaders to create a safe and orderly school environment

The collaborative and inclusive nature of the school was very high.

The school was inclusive and we all strive to meet the learning needs of all students and support was provided to teachers at appropriate levels.

PARENT results indicated that:

The school is an attractive and well resourced school and that it is friendly and tolerant and accepting of all students.

They were happy with the direction in which the whole school was moving and stated that their child was happy at school.

The students were the school's main concern and that student achievement was recognized and celebrated.

The teachers had high expectations of their child to succeed and they supported the focus on positive behaviour at school.

Parents, staff and students all stated that the office staff responded to inquiries and requests in a friendly and helpful manner.

When interviewed by the Year 6 Leadership team, parents stated that the school was an excellent school, had well prepared and dedicated teachers, the students were safe at school, it was a great environment for learning and for their children to make friends, the school community was friendly and there is a very welcoming atmosphere at the school.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.