

# 2020 Annual Report

## Engadine Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Engadine 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

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## Message from the principal

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What an extraordinary year 2020 has been!

This report details some of the exceptional gains our school community has made despite the challenges and uncertainty of a year overshadowed by COVID-19 and remote learning.

Our students, staff and families have worked together, even though we were apart for stretches of time. We have ensured the continuity of education for our students through our innovative use of technology, our focus on differentiated learning for every student and our willingness to support parents and families through some difficult balancing acts between work and learning from home. At every stage throughout 2020, communication between home and school was integral to our progress and our ability to keep learning and teaching at the forefront of our purpose. Our staff worked to develop essential skills and our families worked just as hard to build their understanding and capabilities around curriculum, technology and managing sometimes reluctant learners at home.

I am proud to have led Engadine Public School through such an unprecedented time in our school's history and I feel that our students, staff and community should be justifiably proud of our combined resilience, growth and care for each other.

Sara Swift

## School vision

Engadine Public School promotes an inclusive, collaborative environment which is committed to quality, innovative teaching, learning, leadership and positive partnerships between students, staff and the community.

## School context

Engadine Public School was established in 1932 and is situated in the centre of the Engadine township. In 2020, the school comprises of 15 mainstream classes and 4 support classes (IO, IM and 2 Autism).

Engadine Public School provides a culture that values and encourages a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and wellbeing of all students, as well as to promote self confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for their own learning and behaviour.

The school places a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

The school enjoys strong parent support and works in conjunction with an active P&C which supports teaching and learning activities.

The school is committed to ongoing improvement to support the needs and aspirations of students, parents, community and staff in line with our shared vision statement. The enhancement of engaging classrooms, underpinned by quality teaching principles, innovative practice and increasingly engaging technology, is a high priority in supporting our students' learning.



School Environmental Team - proud of their pumpkin!

## 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>



## Strategic Direction 1

### Student Wellness

#### Purpose

At Engadine Public School the purpose of student wellness is to build a shared responsibility in developing healthy, happy, successful and productive individuals. Teachers, students and the community will actively develop relationships that are characterised by constructive interactions that provide enthusiastic and genuine support for individual and collective wellbeing.

#### Improvement Measures

School tone and culture is positive as measured by internally created and Tell Them From Me surveys

Increase of positive behaviour recognition recorded on Sentral, and associated reduction of negative incidents recorded

All students requiring IEPs, PLPs and BMPs have increasingly meaningful intervention

Increased parent involvement in community engagement initiatives

#### Overall summary of progress

Over the three years of the current school plan, Wellbeing has been a central focus. Initiatives under this strategic direction have demonstrated improved student outcomes in the areas of: positive behaviour, meaningful and differentiated intervention for all students and a strong sense of student belonging. However, in 2020 the challenges of COVID-19 and remote learning brought to our attention a reduced sense of student advocacy and reduced parent involvement in school initiatives. These have become focus areas moving forward.

#### Progress towards achieving improvement measures

##### Process 1: *Care Practices*

Consistently implement positive behaviour strategies and restorative practice to build a culture of positive wellbeing and healthy relationships

Evaluation	Funds Expended (Resources)
PBL language is being used throughout the school setting on a daily basis. Situational Analysis has allowed us the opportunity to define where to next.	\$10,000 budget was used to support staff PL, casual cover to release PBL team for planning and development of a scope and sequence, as well as new signage across the school.

##### Process 2: *Connect, Thrive, Succeed*

The school learning community understands the importance of mental health and wellbeing, its impact on learning and the significant contributions they collectively can make to a positive, safe and respectful learning environment

Evaluation	Funds Expended (Resources)
This initiative was hoped to have been rolled out during 2020 but was unable to be due to COVID restrictions and limited capacity for whole school learning and events. This will be considered as an important part of our Wellbeing direction as we move into our new planning cycle.	Funds used for Professional Learning course fees and release of staff/casual cover.  Resources such as mindfulness journals purchased for every student.

#### Next Steps

Scout data shows that what we are doing in terms of Wellbeing practices has had a positive impact on the student performance of those students who have attracted equity funding. These practices need to continue and be embedded in our new SIP. Tell Them From Me data clearly indicates that our Sense of Belonging is decreasing (possibly as a result of Covid 19) and, as such, there is a definite need for a planned approach to student Wellbeing at EPS. Historically, our school has many students who require an Individual Learning Plan and adjustments and accommodations made to their learning. As a result we need to develop and embed an effective way to track how we are meeting these individual learning goals, not only academic but also social, behaviour and attendance goals. This is particularly important for those students identified as EAL/D and Aboriginal which we have identified as an area where our practices need to be strengthened.



friends on the playground

## Strategic Direction 2

### Quality Curriculum Delivery

#### Purpose

At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive student learning.

#### Improvement Measures

Increase proportion of students in the top two bands in literacy and numeracy in NAPLAN

Consistently increasing student growth on internal and external measures

Teaching programs increasingly reflect syllabus content, quality learning experiences and innovative pedagogy

Teaching programs reflect consistent and improving use and judgement of appropriate assessment strategies

#### Overall summary of progress

Progress in the area of quality curriculum delivery has continued to be positive. Our synthetic phonics program will next year be extended to include Kindergarten so that we have a whole school focus on consistent, evidence-based instruction. Our improved results over the last three years should continue to show growth. Our work over the last three years on our mathematics scope and sequence and associated assessment schedule has provided staff and students with a consistent teaching and learning schedule resulting in improved staff confidence and student access to differentiated learning.

#### Progress towards achieving improvement measures

##### Process 1: *Literacy Growth Project*

Use evidence based research to develop and implement quality learning experiences to support student growth.

Use effective assessment strategies & data to inform the teaching & learning cycle.

Develop and implement scope & sequence for English, assessment schedules and consistent teacher judgement documents.

Evaluation	Funds Expended (Resources)
As we move towards our new planning cycle and strategic directions, our situational analysis has clarified the need for us to extend our successful 1-6 Sound Waves program to include Kindergarten next year.	Professional learning course fees teacher release and casual cover purchase of K-2 readers resources such as contact for covering SLSO time to organise and cover resources
The data analysed from the Yr.5 Check-in assessments has indicated the need for a specific concentration on reading instruction across the 5 essential elements of reading development.	

##### Process 2: *Numeracy Growth Project*

Use evidence based research to develop and implement quality learning experiences to support student growth.

Use effective assessment strategies & data to inform the teaching & learning cycle.

Develop and implement scope & sequence for Mathematics, assessment schedules and consistent

## Progress towards achieving improvement measures

**Process 2:** teacher judgement documents.

Evaluation	Funds Expended (Resources)
<p>As we move into our new planning cycle, we will work to embed our whole school scope and sequence and associated assessment schedule across the school.</p> <p>Students who require remediation and differentiation will be catered for with targeted programs and ILPs.</p>	<p>Resources</p> <p>casual cover to allow SD team to meet with Regional Consultant</p> <p>SLSO time for organising and distributing resources</p> <p>PL for staff about new scope and sequence and associated assessment schedule</p>

## Next Steps

Our rigorous evaluation and situational analysis has shown the need for evidence-based teaching practices, particularly in the teaching of reading and over the course of the new plan we will need to refine our teaching practices to provide quality instruction which will enable us to achieve system-negotiated targets in reading and numeracy.



remote learning



## Strategic Direction 3

### Future Focused Learning

#### Purpose

At Engadine Public School the purpose of future focused learning is to build a culture of continuous learning; ensuring that students are prepared with the capacity to think flexibly, solve problems creatively and collaboratively, and thrive in a complex, rapidly changing and interconnected world.

#### Improvement Measures

Increasing percentage of teachers improve innovative teaching and future focused learning strategies (6Cs) reflected in teaching programs, observations and student work samples

Increased and broader use of technology assessed against ICT capability framework as per staff and student surveys

Increasing percentage of students have individual learning goals and are able to articulate their next steps.

#### Overall summary of progress

2020 provided us with a perfect opportunity to focus on innovative teaching and future focused learning strategies. The fast-paced move to remote learning encouraged rigorous staff professional learning and the innovative development of Google classroom based learning programs. Daily student check-ins and follow up surveys indicated that most students found this approach to teaching and learning to be highly engaging and allowed them to be self-directed learners. It also brought to our attention those students who required additional support in accessing ICT and developing associated skills.

#### Progress towards achieving improvement measures

##### Process 1: *ICT Learning*

Staff will effectively integrate ICT into daily classroom practice to engage students and support student learning.

Evaluation	Funds Expended (Resources)
All peripherals etc. purchased ready for use in 2021. Additional panel ordered and parts cannibalised from existing IWB cannibalised to support ongoing technology needs.  T4L rollout figures not published yet, so rough plan developed.	Funds used this year for additional laptops for staff working from home and families who required loan devices.  Licenses for software to support learning from home.  Casual cover to release staff for PL and upskilling in technology/ online teaching tools.

##### Process 2: *Inquiry Based Learning*

Creating future focused learning environments to extend, engage and promote the 6Cs so all students become responsible, reflective and self-directed learners who take risks and meet challenges.

Evaluation	Funds Expended (Resources)
Additional STEM supplies ordered  Surveys sent out to parents, students and staff regarding positives and negatives of remote learning/access to technology etc.  Feedback has informed purchase of new engaging resources for robotics and	<b>Blue-Bot Swarm - 6 Bots and Docking Station x 2 purchased (12 bots). \$1891.36</b>  <b>Makey Makey STEM Pack - Invention Literacy Class Pack x 3</b>

## Progress towards achieving improvement measures

clarified the need to target student skills in word processing and IT understanding.

**(36 makey makey) \$2,577.96**

Ozobot EVO - Class Kit x 2 (24 bots)  
**\$3,711.56**

**Conductive Foil Tape x 10 \$111.10**

## Next Steps

We will continue to build student knowledge and skills in the use of innovative ICT. Our newly purchased robotics resources will enable teachers to embed STEM throughout the curriculum each year.



self-directed research

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	PL casual teacher salaries art and craft resources landscaping costs	Despite the restrictions posed by COVID during this last year, our students and staff have all benefited from our focus on including an Aboriginal perspective across key learning areas. Our Aboriginal and Torres Strait Islander students and staff missed the opportunity to gather together and celebrate on country as part of Koori Kids but our local focus at school made up for this with the establishment of our beautiful Aboriginal garden and the installation of our three new flagpoles to include acknowledgement of the Aboriginal and Torres Strait Islander flags.
<b>English language proficiency</b>	staff salaries SLSO support resources	In 2020 our English Language Proficiency funding has been enabled targeted support, programming and teaching for identified students.  Trained teachers withdraw students in ability based groups and teach the Multilit program resulting in significant individual progress for each student.  Our EALD teacher works collaboratively with classroom teachers to develop differentiated programs.
<b>Low level adjustment for disability</b>	casual SLSO salaries PL costs teacher release	This funding supports our many students in mainstream classes who have significant support needs related to disabilities. We fund additional SLSOs to work in class and across the school. Casual staff are employed to release teachers to attend relevant professional learning in order to build effective classroom practice in supporting student needs. After a period of remote learning this year, we employed additional support staff to enable a smooth transition back to school for many of our highly anxious students and those with additional support needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	PL costs team planning - casual salaries	Our QTSS funds are used to enable release of teachers across the school to engage in team PL, planning and team teaching opportunities. Particularly this year, we used the funds to withdraw teachers into stage groups and facilitate PL related to effective use of Google Classrooms and building confident ICT skills.
<b>Socio-economic background</b>	casual salaries PL additional SLSO support Student assistance	This funding has been used to provide inclusive learning opportunities for disadvantaged students, enabling access to learning on the same basis as all other students. Student assistance was particularly beneficial this year as a result of the economic impact of COVID on some families. The funds were used to purchase book packs, pay for excursions and go towards reducing the stationery costs for those in need.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	193	200	208	205
Girls	163	164	171	180

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	96.3	97.3	96.8
1	94.7	94.9	95.2	96.1
2	93.9	94.6	94.2	94.2
3	95.7	95.5	93.7	95.1
4	93.9	95.4	93.8	94.6
5	95	94.8	94.9	94.7
6	90.8	95.8	93.2	96.2
All Years	94.4	95.3	94.6	95.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

### 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.



A great place to belong!

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	16.24
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	0.6
School Administration and Support Staff	6.82

\*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



COVID safe costumes for Book Week!

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	623,353
<b>Revenue</b>	4,591,905
Appropriation	4,339,144
Sale of Goods and Services	39,107
Grants and contributions	212,207
Investment income	1,347
Other revenue	100
<b>Expenses</b>	-4,752,003
Employee related	-4,158,441
Operating expenses	-593,562
<b>Surplus / deficit for the year</b>	-160,098
<b>Closing Balance</b>	463,255

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	125,437
<b>Equity Total</b>	189,389
Equity - Aboriginal	6,764
Equity - Socio-economic	30,001
Equity - Language	53,312
Equity - Disability	99,312
<b>Base Total</b>	3,347,795
Base - Per Capita	97,149
Base - Location	0
Base - Other	3,250,646
<b>Other Total</b>	539,747
<b>Grand Total</b>	4,202,368

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020 parents were included and asked to participate in a number of surveys, both internal and external, as a means of communicating, delivering and evaluating our remote learning practices and supports.

Our school based surveys sought input from parents about technology access, means of preferred communication, information and instructions for the use of technology and views on their experiences of learning at home. The vast majority of our parents indicated that they felt supported, informed and able to assist their children with the required learning from home.

Our parents also participated in a Tell Them From Me (TTFM) 'Partners in Learning' survey which covered several aspects of parents' perceptions of their children's experiences at home and at school. The majority of responses demonstrated that our school is performing well across all areas mentioned in the survey. Our parents informed us that we are particularly strong in the areas of making parents feel welcome and of being an inclusive school, with these two areas scoring well above the NSW Government norm. In the question evaluating parents' experiences of learning from home, we found that an overwhelming majority of parents considered that we provided support information; contact with school was good; the resources provided were good; student learning was accessible and well-pitched; and that we were supportive of parents.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.