

2020 Annual Report

Maitland East Public School



2451

Introduction

The Annual Report for 2020 is provided to the community of Maitland East 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.

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School vision

Enthusiastic and collegial staff who develop quality relationships with students, the community and each other. Outstanding teachers who create well-equipped students ready to embrace the future.

School context

East Maitland Public School since 1858 has provided education in East Maitland and is held in high regard by the local community. East Maitland Public School sits proudly on Wonnarua land and we acknowledge the traditional custodians and pay our respects to Elders both past, present and emerging.

East Maitland Public School has an enrolment of approximately 510 students across 24 classes. Three of these classes make up our multi-categorical support classes, catering for 21 students with a range of special education needs.

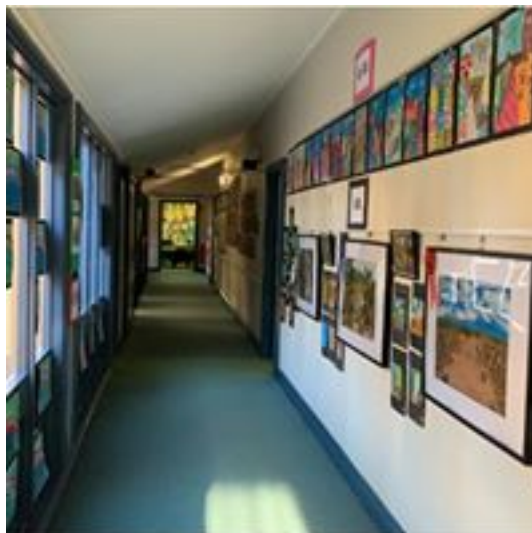
East Maitland Public School staff is made up of experienced and early career teachers. A major focus for teachers is collaboration, high-expectations and engagement. The ultimate goal for students and teachers at East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio-economic backgrounds, with Aboriginal students accounting for 11% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. We have a large number of students in our mainstream classes with a range of individual needs, who are supported by our Learning and Support Team. We are committed to building more inclusive education systems where all students learn to their fullest capability.

Our school facilities include: a connected classroom; computer lab; a well-resourced library with a technology focus; large playground areas with play equipment, cricket nets, and a garden club; a multi-purpose hall; and several covered outdoor learning areas. Our school environment has recently been improved through gardening projects and the inclusion of an Aboriginal bush tucker garden and yarning circle.

Our students have the opportunity to engage in a variety of extra-curricular activities, with specific programs for sport, debating and public speaking, and environmental initiatives. The school band is well-developed and students also enjoy opportunities to be involved in dance groups and ukulele lessons.

Our school community is encouraged to participate in all school activities and contribute to planning and activities through membership of our P&C.



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

Meeting student needs. Growing potential.

Purpose

Building a school committed to nurture, guide, inspire and challenge students to develop their individual potential for future success and wellbeing.

Improvement Measures

Students, parents and teachers indicate that students are inspired, challenged, and having their needs met all or most of the time.

Students indicate that their individual wellbeing needs are being met all or most of the time.

Through school-wide systems, meaningful formative assessment is evident in the composition and delivery of all teaching and learning programs and during classroom observations.

Progress towards achieving improvement measures

Process 1: Intervention and Support: School-wide processes, support programs, and teacher practice develop and support all students to develop their individual potential.

Evaluation	Funds Expended (Resources)
<p>Teacher professional learning in developing SMART goals for Individual Education Plans (IEPs) has beneficial for all teaching staff across the school. As a result, the process has become streamlined and more consistent.</p> <p>Increasing student achievement outcomes through intervention and support mechanisms, and a student wellbeing focus, remains a whole school priority. A flow chart of process to access learning and support assistance was finalised and shared with the whole staff.</p> <p>Employed a 'Student Wellbeing, and Learning & Support Coordinator' (SWLSC) who supervised School Learning and Support Officers (SLSOs), coordinated access requests and lead the Learning and Support Team.</p>	<p>Student Wellbeing and Learning & Support Coordinator - \$112,000</p>

Process 2: Student Wellbeing: Students are supported through a culture of positive and respectful relationships, underpinned by clearly structured, but responsive whole school systems relating to student wellbeing.

Evaluation	Funds Expended (Resources)
<p>Through the analysis of playground data it was identified that there was a need for a designated area in the playground that provided more structure, opportunity for supported social interactions and sensory activity. Zone 2 was developed and staffed to provide a smaller staff student ratio to sport and model positive social interaction.. This area was successful as students felt safe, supported and known by the staff in this area.</p> <p>Trauma Informed Practice has been implemented in all classrooms and Teachers have received further training. Teachers will continue to implement these strategies in 2021, alongside PBL and SEL programs to help students succeed in the classroom and the school environment</p> <p>The PBL program was updated in 2020 to be aligned with the new PDHPE syllabus outcomes and indicators. The PBL program and focus areas are consistent across the whole school, however, each teacher modifies the lesson activities to suit the grade/stage they are teaching. Weekly lesson focus is revised at the whole school assembly.</p>	<p>SLSO Support</p> <p>Games and activities provided.</p>

Process 3: Assessment and Feedback: Formative assessment is practiced by all teachers and informs classroom

Progress towards achieving improvement measures

Process 3: planning at individual and group levels. Teachers know what students can do and target teaching to meet identified student needs. Students have clear and transparent learning goals and know how to reach them.

Evaluation	Funds Expended (Resources)
<p>Following a situational analysis completed by all members of staff the data team was able to conclude that all staff are now consistently collecting data. However, next year time needs to be allocated to give stage teachers time to collectively analyse and evaluate this data.</p> <p>The Learning sprint feedback process allowed for teachers to understand the effectiveness of their teaching and select and adapt strategies to meet students' needs and teach explicit lessons around the 'Bump it up Wall'. As a result of these explicit lessons, each student has a solid understanding of the 'Bump it up wall' and its purpose. Using the 'Bump it Up Wall', Students can identify areas where they need to improve their writing.</p>	Teacher Professional Learning



Strategic Direction 2

Outstanding teachers. Outstanding school.

Purpose

Highly motivated teachers who take personal responsibility for professional development and who implement best practice will create opportunities for student learning underpinned by high quality teaching.

Improvement Measures

Increasing percentages of students are achieving in the top two bands of NAPLAN in literacy and numeracy.

NAPLAN results demonstrate increasing percentages of students achieving expected growth in literacy and numeracy.

Increased use of evidence-based practice is demonstrated through teaching and learning programs and teacher observations.

Teachers demonstrate increased skill sets and are highly engaged in regular and meaningful collegial professional learning, observations and feedback.

Progress towards achieving improvement measures

Process 1: Effective Teaching Practice: Evidence-based best practice that improves literacy and numeracy is evident in all classrooms, supported by whole school strategic planning, professional development strategies, and network-wide collaboration.

Evaluation	Funds Expended (Resources)
<p>After completing the Literacy Situation Analysis and in consultation with the school Leadership team, it was decided to review and update the writing assessment process, including the assigned tasks and rubrics. The rubrics created were to directly align with the syllabus outcomes and the Literacy Progressions and were to be worded in child friendly language. The rubrics would also align with the 'Bump It Up' strategy in writing. In addition to this, it was recognised that writing samples A to E were required to guide teacher assessment and increase consistency in staff across the grade / stages.</p> <p>After reviewing NAPLAN results from 2019, it was decided to target students in Year 4 who had achieved band 4 in reading and writing in Year 3. These students attended small group sessions with a specialist teacher who targeted reading and comprehension and writing. As a result Term 3 data indicated an improvement in results for all students in reading and writing assessments.</p>	<p>Teacher Professional Learning</p> <p>Learning Sprints</p> <p>Staff sharing days</p>

Process 2: Assessment and Data: Student performance is tracked using DET systems and other internal and external data. Teachers are skilled in purposeful data collection and analysis, and data informs planning at individual, group and whole school levels.

Evaluation	Funds Expended (Resources)
<p>Teachers are collecting and recording data in efficient and effective whole school systems as required by updated assessment matrix - PLAN2 & Sentral Markbook. Staff have been supported through continued professional learning and digital resources to enter specific and meaningful, point in time assessment data in school-wide systems. This mandated assessment data provides all classroom teachers with a 'where to next' for each student.</p> <p>Whole school maths assessments have been revised to include links to the numeracy progressions -PLAN2 and teachers have been further supported in the successful input and use of PLAN2 data. Providing classroom teachers with clear links to all elements of the numeracy progressions should lead to an overall improvement in both teacher confidence in inputting data in PLAN2</p>	<p>Teacher Professional Learning</p>

Progress towards achieving improvement measures

and the scope of data that is being uploaded.

Process 3: Professional Learning and Development: Best practice is supported through active teacher engagement in regular professional learning, and collegial observations and feedback. Professional learning is tied to the school plan and student achievement.

Evaluation	Funds Expended (Resources)
<p>Professional learning was undertaken in many areas addressing evidence-based research - feedback, assessment and enhancing pedagogy in Literacy and Numeracy. All teaching staff actively participate in weekly Teacher Professional Learning sessions, targeting identified areas for improvement in learning outcomes, student well-being and pedagogical improvement.</p> <p>During COVID-19, staff participated in numerous online Professional learning sessions in Literacy, Numeracy and formative assessment. eg 'CUBES' , 'Number Talks'. We also participated in google classroom and technology sessions to enable staff to implement home learning.</p>	<p>Teacher Professional Learning</p> <p>Staff sharing sessions</p>



Strategic Direction 3

Active school community. Successful students.

Purpose

The development of an active school community through a culture of high expectations, and strong, strategic and effective leadership.

Improvement Measures

Capacity building is visibly evident through increased leadership opportunities for parents/carers, students and staff.

Increasing participation by all community members (students, staff, parents/carers, and community partners).

School self-evaluation demonstrates ongoing whole school improvement as measured against the School Excellence Framework, and is reflected in community feedback and student achievement data.

Progress towards achieving improvement measures

Process 1: Educational Leadership: Through distributed instructional leadership, the leadership team maintains a whole school focus on building a culture of continuous improvement.

Evaluation	Funds Expended (Resources)
<p>Opportunities were provided to staff in developing leadership skills through distributive leadership model. Aspiring leaders were identified and formal mentoring process implemented. Beginning teacher mentor time was provided to two classroom teachers to begin the transition from provisional to proficient.</p> <p>All Assistant Principals were funded to have time off class to build the capacity of their staff. They completed classroom observations, supported staff, maintained student behaviour records and drove literacy and numeracy programs, within their stage teams.</p> <p>The school leadership team created small groups of staff to facilitate the effective achievement of curriculum and strategic milestones. They demonstrated commitment to a whole school culture of continuous improvement and actively participated in small group learning sprints..</p>	<p>Beginning teacher time allocation with teacher mentors.</p> <p>Additional Release time for Assistant Principals.</p>

Process 2: Community Engagement: School community members (students, staff, parents/carers, and community partners) actively collaborate to support a culture of high expectations through the development of learning partnerships and increasing community participation.

Evaluation	Funds Expended (Resources)
<p>The school has undertaken a variety of measures to increase our digital reach and presence in the wider community. Our Facebook page is now updated regularly to provide the community with announcements, information and reminders as well as showcasing student's progress and achievements. The school's website and fortnightly newsletter has also been updated to provide the community with more accurate and relevant information regarding teaching and learning programs as well as current events. These platforms including google classroom and class dojo ensured parents were still engaged in their child's learning during 2020 Covid-19.</p>	

Process 3: Evaluation of Practice: Rigorous school self-evaluation of efficacy, programs and practices is routinely carried out in consultation with community members.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

School Excellence Framework evaluation indicates achievement at 'Delivering' in five areas and 'Sustaining and Growing' in nine areas. Community satisfaction in areas surveyed clearly indicates overall student, parent/carer, and teacher satisfaction. Internal student achievement data is positive and indicates overall student growth.

A phone survey was conducted, asking families how they would rate their satisfaction regarding the school's performance in areas such as delivery of teaching and learning programs, support for Indigenous students, the delivery of extra-curricula activities and supporting learning outside of the classroom. Data collected through this survey indicated an overall level of satisfaction across the wider school community. Students completed the 'Tell Them From Me' survey which indicated that, overall, students felt nurtured and challenged in a diverse range of areas.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$50,590	<p>The Aboriginal Education Team drive the school's commitment to improving outcomes for Aboriginal students through monitoring and guiding practice, fostering a culturally rich environment, facilitating inclusive and quality teaching and learning programs, and engaging the local community.</p> <p>We continued to value and integrate elements of the Wonnarua language into our teaching. All classes across the school have participated in creating a word of the week video to share with the community via facebook. Words from the Wonnarua language have been integrated into stage 3 and 2 literacy units and once a semester classes share what they have learnt by creating a video to put on East Maitland Public Schools facebook page. All stages across the school integrate aboriginal perspectives into their teaching and programming.</p>
English language proficiency	\$11 699	<p>Students identified as EAL/D have been targeted via the learning and support team. Students were assessed against the EAL/D Learning Progression and individual needs were identified. Depending upon identified need, students received individual or small group instruction in areas of expressive and/or receptive language, reading, writing, and comprehension. Students gained both skills and confidence from the additional support and continued their learning progression.</p>
Low level adjustment for disability	\$256 777	<p>Low level adjustment for disability funds went towards funding a 'Student Wellbeing, and Learning & Support Coordinator' (SWLSC). This position supervised School Learning and Support Officers (SLSOs), coordinated access requests and lead the Learning and Support Team. The SWLSC ran parenting and student wellbeing courses, coordinated transition programs into Kindergarten and out of Year 6 for students with additional needs and coordinated external service providers and outside agencies.</p>
Quality Teaching, Successful Students (QTSS)	\$109 384	<p>Above entitlement staff were employed to establish extra classes and reduce class sizes. This enhanced the delivery of teaching and learning programs and to provide additional student/teacher support.</p>
Socio-economic background	\$188 421	<p>Above entitlement staff were employed to enhance the delivery of teaching and learning programs and to provide additional student/teacher support. Staff include: Classroom Teachers, School Learning and Support Officers, and part of a Student Wellbeing, and Learning & Support Coordinator position.</p> <p>Students identified as requiring additional learning support have been targeted via the</p>

<p>Socio-economic background</p>	<p>\$188 421</p>	<p>learning and support team. Students were assessed by classroom teachers against the Literacy continuum K-6 and Numeracy continuum K-10. Where students were identified as not meeting expected stage appropriate standards, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Individual students have been further supported both in the classroom and playground, and during day and overnight excursions through the provision of Student Learning and Support Officer (SLSO) assistance tailored to specific identified needs. Targeted support facilitated all students being able to fully participate in all school activities.</p>
<p>Support for beginning teachers</p>	<p>\$47 000</p>	<p>Three beginning teachers were provided with additional relief from class. Relief was provided to reduce the teaching load of the beginning teacher as well as relief for a teacher mentor. Practice-based mentoring facilitated and modelled collaborative practice, provided advice and feedback for the beginning teacher to develop their skills, and enhanced beginning teacher wellbeing. The teacher also undertook observations and participated in created collaborative work opportunities as well as attended external professional development opportunities to further enrich their learning and development experiences.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	312	313	305	287
Girls	262	242	230	224

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	92.8	94.8	94.7
1	92.9	93.2	93	93.8
2	95	93	93	93
3	93.5	94	92.4	94.4
4	93	92.6	92.7	95.3
5	94.2	92.5	92.1	94.5
6	92.5	91.7	90.6	93.1
All Years	93.6	92.8	92.7	94.1
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.88
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	580,133
Revenue	6,120,519
Appropriation	5,941,099
Sale of Goods and Services	10,046
Grants and contributions	167,776
Investment income	1,497
Other revenue	100
Expenses	-6,050,222
Employee related	-5,410,242
Operating expenses	-639,980
Surplus / deficit for the year	70,296
Closing Balance	650,430

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.

	2020 Approved SBA (\$)
Targeted Total	286,600
Equity Total	507,486
Equity - Aboriginal	50,590
Equity - Socio-economic	188,421
Equity - Language	11,699
Equity - Disability	256,777
Base Total	4,320,885
Base - Per Capita	133,013
Base - Location	0
Base - Other	4,187,872
Other Total	534,418
Grand Total	5,649,389

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

As part of the annual review phase and to seek authentic feedback from all stakeholders in the East Maitland Public school community, a number of surveys were completed. Through the completion of phone surveys, the Tell them from me (TTFM) survey for teachers, parents and students (Year 4- 6) and the situational analysis; the data collated identified several areas of satisfaction across the school community.

Through the Tell Them from Me Survey, students have reported that they value the extra-curricular and sporting opportunities that EMPS has to offer, with 83% of students surveyed reporting that they regularly participate in sporting activities and 32% saying they participate in extra-curricular activities. Students understand playground and classroom expectations, with 90% of students reporting that they understand and value positive behaviour while 89% of students also say that they try their very best to succeed in their learning. The staff at EMPS hold high expectations and strive to foster a love of learning for all students, this commitment is demonstrated through 96% of students reporting that they believe that schooling is useful in their everyday life and will have a strong bearing on their future.

The results of the parents TTFM survey concluded that EMPS scored above the average of NSW DoE surveys in all 7 areas. Parents communicated that at EMPS they are made to feel welcome and that communication is effective between home and school. Parents also indicated that their child is aware of school rules and behaviour expectations, their child feels safe going to and from school and that their child is encouraged to do their best work. Parents were overall satisfied how effectively teachers addressed the learning and wellbeing needs of their child.

Through the TTFM survey, staff recognised that EMPS is an inclusive school with a supportive leadership team. Colleagues work collaboratively to build their capacity as teachers and to improve the educational outcomes of students. Staff at EMPS have a culture of high expectations for themselves and their students and effectively collect and monitor the progress of students through data analysis.



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.