

# 2020 Annual Report

## Edgeworth Public School



3564

# Introduction

The Annual Report for 2020 is provided to the community of Edgeworth 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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2020 was an unprecedented year filled with a number of challenges but also suprising outcomes!

Edgeworth Public School started the year in a strong position with 25 classes and 2 Preschool groups across our P to 6 setting. We were excited about the year ahead; completing our three year school plan, continuing to build on strategic and systematic collection, analysis and effective use of internal school data to ensure individualised learning and academic growth for all of our students. Our extensive playground upgrades and new bus bay were being completed and we had a clear vision of what we wanted to achieve in 2020.

Then in March, we found ourselves in a world wide pandemic and the beginning of our Covid 19 journey began. Our staff and students showed incredible flexibility to be able to adapt to a new school life to meet the DoE guidelines that were adjusted regularly as the situation unfolded. Our staff and students moved seamlessly to remote online learning at home, through the establishment of google classrooms. We stayed connected through embracing ZOOM technology and even ensured our children didn't miss the chance to make an Easter basket and chocolate treats were delivered by special package to every student. Each staff member was filmed reading to our students each night and posted to our social pages and a choreographed dance by the teachers was also shared to give our community a reason to smile and stay positive. Our community expressed their appreciation of how we stayed connected and the expertise and adaptability of our teachers in these exceptional circumstances.

We slowly returned to an evolving new normal and our school continued to grow, with numbers exceeding to an allocation of a 26th classroom teacher. Our 25 classes were maintained and classes with higher numbers were supported. Not all school routines and events returned by the end of the year but our focus remained on ensuring professional development of our teachers, continued academic growth of our students and a renewed connection with our community.

We have reflected on and evaluated the many events and challenges that 2020 presented and are committed to building on the understanding that we have of what is needed for our students from their school life for the ever-increasing unknown of the future we are preparing them for.

## Message from the students

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Although COVID really effected our year at school, we pushed through and still enjoyed it. Being a leader was an amazing experience and was still so much fun despite it being a very different year. We didn't get to experience some of what the previous students have been able to do. However we did get to be leaders in a time that really mattered and

stand up and set an example to everyone in a strange time. Being a leader was one of the highlights in 2020.

Our time as leaders at EPS went pretty fast and we enjoyed every moment. One of the highlights was running an assembly. In the beginning, we were all nervous to do an assembly but towards the end all of us wanted to host one. The nervous feeling when doing an assembly was taken away in no time, and they became quite enjoyable quickly. We also enjoyed creating 'Over the Edge' episodes when assemblies couldn't take place.

We loved being leaders in 2020 and hope the 2021 and future leaders can continue to lead our school with pride.



## School vision

Edgeworth PS is committed to fostering citizens of the future in a supportive and stimulating learning environment ensuring students are able to **connect, succeed and thrive** across all aspects of their educational journey.

At Edgeworth PS we Connect, Succeed and Thrive with a 'Desire to do Well' in all that we do.

## School context

Edgeworth is a large primary school located in Lake Macquarie, in the Hunter Region, that caters for children Preschool to Year 6. The school acknowledges the Traditional Custodians of the Land on which the school is built on-the Awabakal People. It has an enrolment of over 700 students including 18% Aboriginal and Torres Strait Islander (ATSI) and 7% English as an additional Language or Dialect (EAL/D). The school is rapidly growing with the total enrolment increasing 9% over the last 5 years.

A staff of over 60 has strong relationships with the wider community, working collaboratively to enhance high expectation relationships and promote school excellence. Strong connections to our Aboriginal Education Consultative Group (AECG) strengthen our commitment to improve the educational and wellbeing outcomes of our Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Positive links with the Innovation, Inspiration, Learning Alliance (IILA), a collaboration of local public schools and strong relationships with a highly supportive and enthusiastic community and P&C are embedded in the culture of the school.

The school reflects community needs by providing a diverse choice of sporting, cultural, academic, leadership and artistic activities. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process is essential to our success.



## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| 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 |

## Strategic Direction 1

### CONNECT

#### Purpose

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design and assessment & reporting. To strengthen learning experiences where every student is known, valued, cared for and has a sense of belonging.

#### Improvement Measures

All stakeholders have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 93.0% (3yr average), to meet or exceed the state average for attendance.

In the TTFM survey students at Edgeworth equal or better the state average in aspects of Expectation for Success, Positive Learning climate, Rigour and Effort.

#### Progress towards achieving improvement measures

##### Process 1: Connectedness

- Focused training for staff in embedding explicit teaching, learning and assessment processes to drive quality feedback, student learning and individualised success.
- School culture strengthens positive relationships across the community which foster a sense of belonging
- Integrated systems to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>Throughout 2020, many of the processes changed or moved away from what was initially planned due to COVID Restrictions and the necessary adjustments that were required. Focused training for staff became more about learning to provide lesson content online and how to check in with families more effectively. This change however, really demonstrated a school culture focused on strengthening the positive relationships across the community, which fostered a sense of belonging. These integrated systems supported the cognitive, emotional, social, physical and spiritual wellbeing of students and their families.</p> <p>While initially staff felt overwhelmed with changes to content delivery, time was scheduled into the weeks to provide staff opportunities to improve their use of technology to support teaching and learning from home. This was evidenced in feedback from staff in a survey conducted later in the year. Feedback from parents and community was continually reflected upon. This resulted in changes to how the school performed check-ins with students and their families. Digital platforms such as Facebook and Class Dojo became the main forms of communication and feedback to and from parents. Through these platforms, initiatives such as the Easter Egg delivery and 'Over the Edge' News Reports really lifted connectedness amongst the community.</p> <p>EPS has been working hard to shift the school culture to be inclusive, where all students are known, valued and cared for. TTFM data indicates that this journey is beginning, with Aboriginal data (18% of students) exceeding non-Aboriginal students in positive wellbeing measures. Aboriginal students score for advocacy at school was 96% compared to 92% overall. Positive impact measures include increased check ins during and post COVID learning from home, an evolving cultural program to build and maintain pride in school and community and increased intervention and focus on learning outcomes.</p> <p>Tell Them From Me surveys also revealed that parents felt supported during the learning from home time and that we were an inclusive school (both areas scoring well above NSW Government Norms).</p> | <p>Professional Learning</p> <p>Staff Allocations</p> <p>TTFM</p> <p>Resources</p> <p>Communication Platforms</p> |



## Progress towards achieving improvement measures

While the Tell Them From Surveys are a great source of data, only 18 of our parent community completed the survey. This is a very small percentage of our entire family population. To better understand the impact of these areas in future, working with the community to have more input into the survey will be beneficial. Further 'where to next' focusses will be circling back to our initial plan to support teaching staff in embedding teaching, learning and assessment processes to drive quality feedback, student learning and individualised success. As COVID Restrictions eased throughout the year, this focus became evident with whole school professional learning in reading. School Services supported our community of schools, and in particular our staff to understand how our reading data has tracked over the last few years and delivered professional learning to support staff with strategies to improve student learning. This professional learning will need continue in 2021 with a focus on data driven practices.

### Process 2: Learning Culture and Aspirations

- Implement school wide systems to monitor and follow up attendance by embedding high expectations relationships, creative and differentiated curriculum delivery.
- Enhance systems to identify individual learning needs that support staff to create personalised learning opportunities.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>This year EPS implemented positive letters to families for high attendance rates. These letters formed part of a celebration to students and their families by embedding high expectations relationships. We also worked to enhance our systems for identifying individual learning needs and used our Intervention and Learning Support Team to create personalised learning opportunities for students while both learning from home and improving attendance at school as COVID Restrictions eased.</p> <p>Attendance is monitored regularly and through the remote learning period, every opportunity was taken to check in with families and offer support. Positive attendance started to be acknowledged more readily post remote learning, showing an increase in the number of students achieving greater than 90%. Our attendance data will always be impacted by the large number of Aboriginal families who attend extended sorry business. Drilling down into the data, our attendance rates are impacted by a small number of students who are on the HSLO caseload or monitoring processes.</p> <p>The Intervention model 2020 underwent a number of changes in structure, personnel and target groups to meet the needs of an everchanging situation. Intervention was provided by a combination of specialist teachers and School Learning Support Officers (SLSOs), with professional learning built into the program to support both teachers and SLSOs to provide differentiated curriculum delivery and create individualised learning opportunities.</p> <p>During Term 1, Intervention focused on meeting the needs of our lowest achieving students in Y1, Y2 in reading and numeracy, Y3 and Y4 with comprehension and Y5 and Y6 with writing and reading support.</p> <p>When COVID-19 impacted the learning at school, at risk students were supported by a combination of individualised workbooks for remote learning, zoom sessions including small group and individual guided reading sessions were provided. Some of our more at risk students were not engaged during this time.</p> <p>With some normalcy returning in Term 3 and 4, the focus of intervention changed, with identified students included for bump up strategies sessions provided by SLSOs, and extension of our most capable students provided by our specialist teachers. This has resulted in significant gains being made in inferential comprehension particularly in Stage 1, 2 and 3.</p> | <p>Professional Learning</p> <p>Staff Allocations/Roles</p> <p>Communication Platforms</p> <p>QTSS Funding</p> <p>Resources</p> |

## Progress towards achieving improvement measures

As this targeted approach to intervention and individualised learning has demonstrated significant gains, EPS will use this model to enhance the learning opportunities in 2021. Feedback from the positive attendance letters showed the families who received them continued to foster good attendance rates. By increasing the awareness and celebration of these letters more broadly in the community in 2021, we hope to increase the attendance rates of those just below 90% so that they too will receive the letters. Continually developing relationships with our Aboriginal community will further assist in understanding the needs of families and community during the times of sorry business.



## Strategic Direction 2

### SUCCEED

#### Purpose

To embed high expectations and a positive school culture that reinforces strong collaboration with all stakeholders. Ensuring our students lead successful lives with a strong sense of identity and civic responsibility.

#### Improvement Measures

Increase the proportion of students achieving in the top two NAPLAN bands (proficiency) in line with the Premier's Priorities.

Teacher observations identify that classroom practice is flexible, reflective, relevant and indicative of a school of excellence

#### Progress towards achieving improvement measures

##### Process 1: Collaboration

- Develop mentoring & feedback structures to enhance professional knowledge and implement collaborative processes to establish consistency in planning, teaching, assessing and reporting.
- Effective utilisation of a range of feedback processes to celebrate student growth.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>This year saw EPS utilise some of the parameters defined in Lyn Sharratt's Clarity. One of these parameters was on establishing Knowledgeable Others. Through this process, 3 staff members were identified to work alongside all classroom teachers to develop knowledge and understanding around the literacy and numeracy progressions. This work in collaboration with QTSS support from executive staff really highlighted available mentoring and feedback structures to support staff in planning, teaching, assessing and reporting. As part of the QTSS support, stage teams met once a term to discuss professional learning opportunities and to revise student data, both to ensure consistency in teacher judgement and also to discuss planned feedback processes for staff and students. These mentoring and feedback structures saw an increase in 2020 Planned Learning Opportunities, Collaboration, Quality Feedback and Teaching Strategies from 2019 in the Tell Them From Me survey. While there has been an increase in these areas, EPS is only at or below NSW Government Norms, so a continued focus in mentoring and feedback will be needed in the future.</p> <p>Feedback to students has steadily increased since 2019. This has been evident in both the student Tell Them From Me survey in areas of Expectations for Success, Positive Learning Culture and Effective Learning Time, and through increased use of explicit learning intentions and success criteria for lessons in all classes. During QTSS support, executive staff have reported increased understanding of students knowing what their lesson is about and what they need to do to succeed. While this focus has improved there will be a continued focus on formative assessment guiding quality feedback.</p> | <p>Teachers to identify students requiring transition (and the types of transition) using a google form and LST to pass onto 2021 teachers/teams.</p> |

##### Process 2: Evidence-Based Practice

- Embed whole school approaches strengthen teaching pedagogies with targeted professional learning and links to current educational research.
- Use a range of school-based and external assessment data to evaluate student achievement, identify progress, reflect on effectiveness of teaching and guide future learning.
- Evaluate and implement essential DoE frameworks, expectations and policies to ensure whole school accountability.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|            |                            |

## Progress towards achieving improvement measures

At the end of 2020, a sample survey was completed by 5 students randomly chosen from each class in Years 1-6 on the effectiveness of our school and teaching and learning. 90% of these students gave a rating of 4 or 5 out of 5 for the effectiveness of our school, with a large portion stating 'learning' being what they enjoy most about our school.

All DoE compliance training was completed early in 2020 by all staff. Much of this training was focused around DoE frameworks, expectations and policies. Initial plans for strengthening teaching pedagogies throughout the year included staff meeting once a week for meetings with their stage group and once a week as a whole school. Due to COVID restrictions, there was disruption to these meetings. As meetings resumed, particularly in Semester 2, EPS enlisted the support of School Services to use current educational research and support professional learning in High Potential, Gifted Education Policy and Effective Reading Strategies. A team of staff also attended professional learning on Additive Strategies.

In 2020, EPS was selected by CESE for participation in the LEED Project. This is a department initiative targeted at strengthening teaching pedagogies by using a range of school-based and external assessment data to triangulate focus areas where greatest impact can be achieved. All Assistant Principals and both Deputy Principals participated in series of online workshops to support an in-depth look into the school's data and what the implications of this data might have to our school. Areas of need have been identified and triaged into the 2021-2024 school plan.

Progression data

Timetabling of SLSO's and the intervention team

## Strategic Direction 3

### THRIVE

#### Purpose

To demonstrate a high performance culture as a result of embedding best practices to ensure our students have the knowledge, skills and expertise to achieve individual success, strengthening their connections to world around them.

#### Improvement Measures

Improve student growth in Years 3- 5 & 5- 7 NAPLAN results in Reading, Writing & Numeracy.

The Advocacy at School aspect of Drivers of Student outcomes (from the TTFM snapshots) increase to met or exceed the NSW DoE norms.

#### Progress towards achieving improvement measures

##### Process 1: Future-Focused Learning & Wellbeing

- Strengthen and enhance whole school approaches to wellbeing (staff & student) which fosters strength-based relationships and a sense of belonging where individuals can connect, succeed and thrive across every stage of their development.
- Implement and embed resources that enable future-focused learning and real world applications to enhance innovative teaching practices.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <p>This process was particularly highlighted during COVID learning from home times. All staff worked together to check in with families on a regular basis (minimum of 3 times per week) for both academic and wellbeing needs and senior school executives worked to ensure timetabling of face to face teaching and online learning supported the needs of all staff and students. This unprecedented event brought the need for future-focused learning through technology to the forefront of plans for EPS.</p> <p>To avoid the over burden of multiple staff contacting the same families numerous times throughout a week during the learning from home period, records were kept as to which staff members were contacting families and when this contact was made. Records were also kept as to how assigned work was differentiated for students based on need. Staff were supported with professional learning in online platforms such as Google Classrooms and how to support the wellbeing of students through online learning.</p> <p>With students returning to EPS at the end of Term 2, EPS continued to support the implementation of integrated units using real world applications to enhance teaching and learning opportunities. The school purchased 4 BenQ Boards for existing and new classrooms for 2021. Subscriptions to Breakout EDU were also maintained to assist staff in the delivery of problem-based learning. Additional iPads were purchased for Kindergarten and additional Notebooks were purchased for Stage 1.</p> <p>Throughout Term 3 and part of Term 4, an off-class Assistant Principal role was created to assist with a continued technology/wellbeing focuses for staff and students. Staff participated in online surveys to gauge satisfaction with working at EPS and listing values for themselves and their students. Collaboration, support, respect and communication were highlighted as strengths where as consistency, professional learning and whole school focuses were identified as areas of need. Students (Years 4-6) participated in the Tell Them From Me Survey highlighting feedback in wellbeing. While students' sense of belonging still needs to be a focus area for improvement, students did report advocacy at school and positive relationships at school as above NSW Government Norms and identified bullying less than the NSW Government Norms.</p> | <p>STEAM Resources</p> <p>Mentoring Programs</p> <p>Staff Allocations</p> <p>SLSO Funding</p> <p>Intervention Team</p> |

### Process 2: School Systems

- Utilising current educational research and the School Excellence Framework as evaluative tools to reflect on school success.- Have we made enough of an impact?
- Ensure school funding is utilised strategically to strengthen areas of improvement whilst ensuring equity, collaboration and transparency.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>This year, through our school evaluation processes and collected evidence, EPS had improvement in many elements of the School Excellence Framework. Differentiation, Parent Engagement, NAPLAN, Student Growth, Lesson Planning, Explicit Teaching, Improvement of Practice, High Expectations Culture, Performance Management and Development, Community Engagement and School Plan all moved from delivering to sustaining and growing, while Summative Assessment, Feedback, Classroom Management, Data Analysis, Coaching and Mentoring, and Technology all moved from sustaining and growing to excelling.</p> <p>The Executive Team at EPS have started to use the research work by Lyn Sharratt to support whole school improvement. This is research other schools in our IILA group are also utilising. We have adopted the parameters of Shared Beliefs and Understanding, Shared Responsibility and Accountability, Embedded Knowledgeable Others and Case Management Approach. This will continue to be a focus in EPS' 2021-2024 SIP.</p> | <p>Professional Learning</p> <p>Time for Collaboration</p> <p>Staff Allocation</p> <p>School Services</p> <p>Equity Funding</p> |

| Key Initiatives                            | Resources (annual)   | Impact achieved this year  |
|--|--|--|
| <b>Aboriginal background loading</b>       | <ul style="list-style-type: none"> <li>• \$143,737 Equity Loading</li> <li>• Staffing allocation</li> <li>• Program for social skills</li> </ul> | <p>Academically the aim of intervention this year was to support all students to read at benchmark. Most have achieved this. Keeping support times to approximately 20mins per student/group and seeing students 3 times a week for approximately 20 weeks appears to have been more successful, especially for students flagged with attendance concerns/late arrivals.</p> <p>A need for writing groups was identified from observations in intervention groups. Photographed work samples were used to group students according to need. Ignition activities used Aboriginal texts/themes to heighten engagement. Feedback from classroom teachers has seen students develop more confidence for independent writing tasks.</p> <p>Aboriginal Library is an ongoing project and will continue into 2021.</p> <p>Overall, there has been a greater commitment to connecting with new and existing families, particularly through the Kindergarten orientation program. This has supported the school in gaining better insights into students' needs (medication, behaviour, school readiness) and improved communication of these needs with staff.</p> <p>By better understanding the needs of students and their families and the impact this was having on attendance, staff were able to liaise with Fair Play OOSH to support students increase their attendance at school and get to school on time. A home pick up and drop off service was implemented where students were offered all meals (to be taken to school) and have a toothbrush stored at the facility, all at minimal costs to the families. Feedback from the families and teachers has been very grateful. Attendance concerns with these students have disappeared and behaviour has improved immensely.</p> |
| <b>English language proficiency</b>        | <ul style="list-style-type: none"> <li>• \$9042 Equity Loading</li> <li>• Staffing allocation</li> </ul>   | <p>EALD money was utilised to assess and plot students on the continuum by a specialised teacher in collaboration with the class teachers. Identified students accessed intervention within small withdrawal groups conducted by the EALD specialist. Specialist teacher liaised with families and classroom teachers about progress.</p>  |
| <b>Low level adjustment for disability</b> | <ul style="list-style-type: none"> <li>• \$281, 846 Equity Loading</li> <li>• Staffing Allocation</li> </ul>                                     | <p>Low Level Disability Funding was used to support the intervention program throughout 2020. The Intervention model underwent a number of changes in structure, personnel and target groups to meet the needs of an everchanging situation. Intervention was provided by a combination of specialist teachers and School Learning Support Officers (SLSOs), with professional learning</p>  |

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|--|--|---|
| <p><b>Low level adjustment for disability</b></p>          | <ul style="list-style-type: none"> <li>• \$281, 846 Equity Loading</li> <li>• Staffing Allocation</li> </ul> | <p>built into the program to support both teachers and SLSOs.</p> <p>During Term 1, Intervention focused on meeting the needs of our lowest achieving students in Y1, Y2 in reading and numeracy, Y3 and Y4 with comprehension and Y5 and Y6 with writing and reading support.</p> <p>When COVID-19 impacted the learning at school, at risk students were supported by a combination of individualised workbooks for remote learning, zoom sessions including small group and individual guided reading sessions were provided. Some of our more at risk students were not engaged during this time.</p> <p>With some normalcy returning in Term 3 and 4, the focus of intervention changed, with identified students included for bump up strategies sessions provided by SLSOs, and extension of our most capable students provided by our specialist teachers. This has resulted in significant gains being made in inferential comprehension particularly in Stage 1, 2 and 3.</p> <p>Despite multiple interruptions, Intervention 2020 has had significant impact on student growth.</p> <p>Implications for 2021</p> <p>The withdrawal system worked extremely well for students who were requiring remediation, as there were less distractions.</p> <p>Specific feedback to students and teachers needs to be evident across the board and increased collaboration with class teachers to be addressed</p> <p>All intervention programs to be transparent - shared drive called Intervention 2021 to be available to all</p> <p>Ongoing professional learning to support teachers and paraprofessionals to continue presenting high quality intervention.</p> <p>Duration of intervention cycles to increase to 10+ weeks for most students, to allow for thorough pre and post testing and explicit teaching to occur</p> <p>Focus to be on literacy and numeracy as per SIP Strategic Direction 1 - Student Attainment and Growth.</p> |
| <p><b>Quality Teaching, Successful Students (QTSS)</b></p> | <ul style="list-style-type: none"> <li>• Staffing Allocation</li> </ul>                                      | <p>QTSS funding was planned to support Stage APs with one day off a week to work with class teachers shoulder to shoulder, building capacity in identified areas. This happened during the year when all staff and students were on site. During COVID Learning From Home times, this support didn't occur as initially planned. APs worked with staff</p>  |

|   |   |   |
|---|---|---|
| <b>Quality Teaching, Successful Students (QTSS)</b> | <ul style="list-style-type: none"> <li>• Staffing Allocation</li> </ul>   | <p>collegially and planned lessons to go up on google classrooms. Instead of going into rooms on a weekly basis to work shoulder to shoulder with staff, APs went on to teachers' google classrooms on a daily basis and worked with teacher to improve organisation and feedback they were giving to students.</p> <p>QTSS funding also supported 2 collaboration days for each stage team of teachers to meet, deepening professional knowledge and giving opportunity for time to collaborate on teaching and learning programs.</p> <p>Both the collaboration days and QTSS days supporting APs to work shoulder to shoulder with their colleagues was greatly appreciated as evidenced by feedback during the LEED Project Focus Groups, where both of these initiatives were mentioned under effective collaborative and evaluative practices at our school.</p> <p>This use of QTSS funding will continue into 2021.</p>   |
| <b>Socio-economic background</b>                    | <ul style="list-style-type: none"> <li>• \$422, 899 Equity Loading</li> <li>• Staffing Allocation</li> <li>• Food/groceries</li> <li>• Resources</li> </ul> | <p>During 2020, Socio-Economic funds were used to release an above establishment Deputy Principal to support student engagement and senior executive. Additional support was provided to Assistant principals, teachers and students through this role, with a strong emphasis on student wellbeing through engagement.</p> <p>Professional learning in differentiation, learning progressions, collaboration and LEED Project were enacted. These funds were also utilised to support an executive member off class. The executive's off class responsibilities included additional wellbeing support for students K-6, support for all staff, technology support and communication platforms, which became increasingly important when remote learning was involved. These positions resulted in improved student outcomes and engagement in class activities as measured by student participation rates and reported in Semesters 1 and 2.</p> <p>School funded upgrades to flexible future-focused learning environments supported increased opportunities for students to create, plan and learn. Stakeholder feedback has indicated that these environments have enable positive social interactions, team work and self regulation, driving staff understanding of inquiry and project based learning.</p> <p>The Covid-19 Pandemic also resulted in a creative use of funding to ensure all students were able to access learning from home. Additional devices were purchased and loaned, workbooks were created and sent home, calls were made home to all families to stay connected and checked in.</p> |



|                                       |  |  |
|---------------------------------------|--|--|
| <b>Support for beginning teachers</b> | <ul style="list-style-type: none"> <li>• \$47, 818 Beginning Teacher Funding</li> <li>• Staffing Allocation</li> </ul> | <p>During 2020, EPS supported 3 beginning teachers on temporary engagement contracts to complete their proficiency accreditation with a 4th permanent teacher working through the process (second year of Beginning Teacher Funding). These staff were able to nominate and work with mentor teachers throughout the year (except during COVID Learning From Home times) to build capacity in teaching and learning practices, through an in-depth induction process through AITSL and NSW DoE. This support was offered in addition to RFF as per award.</p> <p>Experienced mentors guided beginning teaching staff in goal setting, completion of accreditation process, improvement to classroom practice and accessing Professional Development.</p> |
|---------------------------------------|--|--|

# Student information

## Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2017       | 2018 | 2019 | 2020 |
| Boys     | 283        | 280  | 301  | 293  |
| Girls    | 306        | 295  | 309  | 324  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 93.7 | 94.1 | 92.4 | 92.5 |
| 1         | 93.6 | 94   | 94.7 | 92   |
| 2         | 91.3 | 91.1 | 94.7 | 94.5 |
| 3         | 92.2 | 92.3 | 92.6 | 92   |
| 4         | 92.5 | 92.5 | 93   | 91.1 |
| 5         | 91.5 | 91.6 | 93.1 | 92.3 |
| 6         | 94.1 | 90.5 | 91.5 | 91.3 |
| All Years | 92.7 | 92.3 | 93.1 | 92.2 |
| 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)                  | 4     |
| Classroom Teacher(s)                    | 24.26 |
| Literacy and Numeracy Intervention      | 0.84  |
| Learning and Support Teacher(s)         | 1.7   |
| Teacher Librarian                       | 1.2   |
| School Counsellor                       | 2     |
| School Administration and Support Staff | 5.26  |

\*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.

## 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>                | 223,248                 |
| <b>Revenue</b>                        | 6,611,005               |
| Appropriation                         | 6,506,019               |
| Sale of Goods and Services            | 58,180                  |
| Grants and contributions              | 31,321                  |
| Investment income                     | 385                     |
| Other revenue                         | 15,100                  |
| <b>Expenses</b>                       | -6,420,617              |
| Employee related                      | -5,834,514              |
| Operating expenses                    | -586,103                |
| <b>Surplus / deficit for the year</b> | 190,388                 |
| <b>Closing Balance</b>                | 413,635                 |

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>   | 243,643                       |
| <b>Equity Total</b>     | 857,524                       |
| Equity - Aboriginal     | 143,737                       |
| Equity - Socio-economic | 422,899                       |
| Equity - Language       | 9,042                         |
| Equity - Disability     | 281,846                       |
| <b>Base Total</b>       | 4,268,640                     |
| Base - Per Capita       | 151,518                       |
| Base - Location         | 0                             |
| Base - Other            | 4,117,123                     |
| <b>Other Total</b>      | 790,246                       |
| <b>Grand Total</b>      | 6,160,053                     |

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

Parent / caregiver, student and teacher satisfaction was identified through a number of different sources - the Tell Them From Me (TTFM) survey for students, staff and parents, the LEED survey, a school designed staff and community survey and student focus groups. The number of parent responses was minimal due to disruption in communication (COVID).

Parents reported above state norms in TTFM areas of school supporting positive behaviour, safety at school and inclusive school with all areas on a par or above state norms. The school based survey indicated parents valued friendly and approachable teachers, support for students with special needs and indicated areas for improvement as being parking/bus concerns, and communication with families.

Students reported above state norms in TTFM areas of Advocacy, Expectations for Success and a Sense of Belonging and at state norms for positive behaviour at school, effort and positive relationships. Areas for development include valuing schooling outcomes and interest and motivation. Focus groups indicated that 60% of students surveyed (100) rated the school as 5 stars with 10% indicated 3 or less stars. Areas for improvement included improved toilets, longer recess and lunch and improved bullying support.

Staff TTFM data were equal to state norms in most areas, with staff indicating that they set high expectations for student learning (9.1), discussion of learning goals (9.2) and student feedback (8.5) with areas for development observation of teaching practices by school leaders (4.7). The LEED and school based surveys indicated that staff highly valued collaboration, which will help drive the 2021-2024 school plan.

# 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.