

2020 Annual Report

Edgeworth Heights Public School



4155

Introduction

The Annual Report for 2020 is provided to the community of Edgeworth Heights 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

High Expectations, Care and Commitment - where all students succeed.

Edgeworth Heights Public School is committed to quality, personalised educational programs driven by research based pedagogical practices. High expectation relationships underpin the development of strong academic skills and wellbeing for all students to succeed in a rapidly changing world as future focused learners.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has a current expected enrolment of 424 students. The school has 17 classes in operation. Approximately 11% of students enrolled identify as Aboriginal or Torres Strait Islander with approximately 4% of English as an Additional Language/Dialect (EAL/D) students. The enrolments and socio-economic dynamics of the school continue to change with the rapid development of the neighbouring Cameron Grove estate.

Quality learning, quality teaching, student wellbeing and high expectation relationships underpin all aspects of the school's operation, vision and strategic directions.

Edgeworth Heights Public School is an Early Action for Success (EaFS) school currently in Phase 2. The Instructional Leaders EaFS support learning outcomes K-2 in Literacy and Numeracy through targeted professional learning and working shoulder-to-shoulder with teachers. Students with additional learning needs are identified and supported through targeted intervention and extension programs K-6.

The school has a strong focus on research based and evidence informed quality teaching with a focus on Explicit Instruction strategies. An Instructional Leader works closely with teachers focusing on improving Literacy and Numeracy outcomes for all students. Students are provided with ample opportunities to participate in extra-curricular activities in sport and the performing arts.

Staff members are highly dedicated professionals, including early career and experienced teachers. Professional Learning opportunities are of the highest priority, ensuring excellence in teaching is evident across EHPS.

EHPS has a positive and active Parent & Citizens (P&C) and Student Representative Council (SRC). The school works within Sugarloaf Community of Schools (SCoS) and embraces broader educational alliances, including local Aboriginal Education Consultative Group (AECG) -Kumaridha and local OOSH providers.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Personalised Learning

Purpose

To ensure a high performance school culture delivers a strategic approach to personalise academic and wellbeing needs of students.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school as identified in Tell Them from Me Survey. (TTFM)

Demonstrated improvement in student behaviour through internal data systems.

Demonstrated improvement in student's value added performance as identified through SCOUT data.

Progress towards achieving improvement measures

Process 1: Connect Succeed Thrive

- Review and refine a whole school integrated approach to student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>Due to COVID disruption, Strategic Direction 1 was impacted and adjusted accordingly. Staff were required to be redirected to support student learning from home (and on site).</p> <p>Professional learning was on site and usually through zoom. PBL data showed an overall score in our School Evaluation Tool (SET) at 98.4% which was an increase from 2019 SET data of 63.4%</p> <p>Behaviour data showed a decrease in negative behaviour. Further analysis and collection of data in 2021 will show effectiveness of the change in internal school timetabling structures, PBL lessons, strengthened learning support systems e.g. referrals, feedback of outcomes, record keeping.</p>	<p>PBL Professional learning and PBL team release</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: Learning Review

- Embed a collaborative approach to consistent teacher review of student learning and monitoring progress and future directions.
- Evidence based learning goals support a growth mindset and student self regulation.

Evaluation	Funds Expended (Resources)
<p>Literacy and Numeracy teams formed and driving whole school teaching and learning in Literacy and Numeracy through participation in professional learning (CESE/LEED) and evaluations of existing systems and practices.</p> <p>Utilising specialised staff to release stage teachers to meet weekly for collaboration with focus on teaching and learning, professional dialogue and readings such as What Works Best, Cognitive Load. Teachers valued the time and upon reflection planning for these days needs to be streamlined and timetable effectively to allow for optimum growth in teachers knowledge and skills. This is reflected in the shift from Delivering to Sustaining and Growing in Learning and Development, Curriculum.</p> <p>School documents reviewed Planning Programming, Assessment and Reporting document (PPAR). Staff surveyed through the Literacy committee to evaluate Assessment Schedule resulting in amendments made to assessment schedule for consistency, clarity and continuity.</p> <p>Refinement of student learning goals through feedback from teachers,</p>	<p>Stage teachers released</p> <p>Literacy and Numeracy team released each term</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$86000.00)• Literacy and numeracy (\$10000.00)

Progress towards achieving improvement measures

parents and students. Changes made to provide a consistent approach and an increase of students able to take responsibility for their learning by confidently verbalising their goals and where to next in their learning. Evaluations showed an increase in the ability of students to verbalise their learning goals and how they were to be achieved. There was an increase of parents/carers in their child's goal setting process due to the introduction through COVID of Seesaw application and high expectations of staff to follow EHPS goals setting process . Further review of the goal setting process needs to occur in 2021-2024 school plan.

Strategic Direction 2

Excellence in Teaching

Purpose

To deliver excellent evidence based teaching strategies and sustainable systems for collaboration, explicit teaching and feedback that drives improved outcomes for all students.

Improvement Measures

- Increased percentage of all students in the top two bands for reading, writing and numeracy.
- Improvement in the classroom practice as identified through Australian Institute for Teaching and School Leadership (AISTL) classroom practice continuum.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

- Collaborative practice, explicit teaching and feedback inform evidence based teaching strategies across the school and are reflected in teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Due to COVID disruption, Strategic Direction 2 was impacted and adjusted accordingly. Staff were required modify delivery of teaching and learning to support student learning from home.</p> <ul style="list-style-type: none">• Staff were surveyed in relation to their delivery of spelling and a review of the delivery of spelling K-6 has informed a change in structure of K-6 spelling delivery in 2021 linked to literacy based input.• Review PPAR document through staff feedback in regards to the proposed amended Assessment Schedule. Literacy committee (staff focus group) formed to evaluate Assessment Schedule.• Student learning goals - teachers were able to assess and record the percentage of students who were able to achieve their goals and identify the students who were not showing growth. This data was discussed in collaboration to identify strategies across the stage to support student achievement.• Reflective practice for teachers strengthened by teacher observation feedback in identified areas .• Parents/carers are able to demonstrate the understanding the of student goals. Parent feedback was received through Seesaw.	<ul style="list-style-type: none">• What Works Best document.• Professional Learning.• Re-assessing assessment CESE document, Curriculum planning and programming, assessing and reporting to parents K-12, staff, survey• Sentral, staff, What Works Best• Swivel, staff• Seesaw Applications

Process 2: Data Analysis

- Strengthen systems and practices for data analysis to inform planning, programming, assessing and reporting. (PPAR)
- Learning goals for all students are informed by analysis of internal and external student achievement data.

Evaluation	Funds Expended (Resources)
<p>Due to COVID disruption, Strategic Direction 2 was impacted and adjusted accordingly. Staff were required modify delivery of teaching and learning to support student learning from home.</p> <ul style="list-style-type: none">• Staff were surveyed in relation to their delivery of spelling during 2020 to inform progress and changes in 2021• Review PPAR document through staff feedback in regards to the proposed amended Assessment Schedule. Literacy committee (staff focus group) formed to evaluate Assessment Schedule.• Student learning goals - teachers were able to assess and record the percentage of students who were able to achieve their goals and identify the students who were not showing growth. This data was discussed in collaboration to identify strategies across the stage to support student	<ul style="list-style-type: none">• What Works Best document.• Professional Learning.• Re-assessing assessment CESE document, Curriculum planning and programming, assessing and reporting to parents K-12, staff, survey• Sentral, staff, What Works Best• Swivel, staff• Seesaw

Progress towards achieving improvement measures

achievement.

- Reflective practice for teachers strengthened by teacher observation feedback in identified areas .
 - Parents/carers are able to demonstrate understanding the student goals.
- Parent feedback was received through Seesaw.

Strategic Direction 3

Future Focused Communities

Purpose

To develop improvement through community engagement and effective leadership to build a strong supportive school community. Future focused teaching and learning will prepare students for a complex and dynamic society.

Improvement Measures

- Increase levels of achievement as measured on the Middle Years Transition Matrix for pedagogy.
- Increased participation and access of a shared suite of professional learning through the Sugarloaf Community of Schools.
- Increased student engagement as identified in Tell Them From Me data.

Progress towards achieving improvement measures

Process 1: Effective Transitions

- Actively engage all students in positive consultations with teachers, parents/carers and mentors in order to maintain high expectation relationships to fulfil student potential.
- Align professional learning opportunities across Sugarloaf Community of Schools and wider professional learning community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers and students continued to post quality work on Seesaw. This strengthened the home-school partnership. 199 students had one or more family members connected to their account and staff reported parents had made positive comments about their child's work.• Positive parent feedback was received after the student reports were sent home.• Lead learners participated in professional learning delivered by school services on Reading. Data indicated that Reading needed to be a whole school focus in 2021.	<ul style="list-style-type: none">• iPad/laptop access to Seesaw• Printers, paper to print on, envelopes to send reports home in, access to internet to write reports.• Staff time, school services, access to NAPLAN results.• Purchase of technology hardware. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: Future Focused Learning

- Engage all key stake holders in planning, reviewing and implementing future focused learning and targeted resourcing.
- Upskill staff to deliver engaging and future focused teaching and learning that promotes Collaboration, Communication, Co-operation, Creativity and Critical thinking.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff and student engagement with the STEM kits will be monitored throughout 2021• Staff, students and community will continue to be surveyed about the use of the Seesaw App in terms of effective communication.• TTFM will be used to determine the improvement measure. In particular student engagement and parents connection to school will be looked at.	<ul style="list-style-type: none">• Tech Committee, booked the resources which are loaned out to schools from the department.• School purchased a 3 year Seesaw School wide licence• School purchased Matific for all students and Staff. Staff will be trained in the features and application of the Matific app. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$11200.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$200 830.00) 	<p>K-3 students delivering in Value Added Data</p> <p>Development and introduction of EAfS newsletter updates for staff to inform new learning and reinforce support for identified needs in teaching and learning.</p> <p>Consistent and authentic data collection, recording and analysis in writing, reading and number for K-2</p> <p>Ongoing parent communication to parents of students participating in intervention lessons</p> <p>Participation and support for staff in identified professional learning -Oral Language Project, Additive Strategies, Phonological awareness, Multiplicative strategies.</p> <p>Shoulder to shoulder support in classrooms.</p>
Aboriginal background loading	<p>Employment of 3 fulltime Aboriginal Student Learning Support Officers</p> Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$68 432.00) • Low level adjustment for disability (\$51 295.00) 	<p>COVID restrictions greatly impacted the involvement of Aboriginal parents and Aboriginal Community. AECG meeting were not held. NAIDOC celebrations' were internal with limited interaction of student stages due to COVID restrictions.</p> <p>Aboriginal Cultural Educator David Newham was considered high value in supporting staff delivering and embedding Aboriginal content in the classrooms K-6.</p> <p>Three fulltime Aboriginal SLSO has provided cultural and learning support to all students.</p>
Low level adjustment for disability	<p>Employment of 4.4 Student Learning Support Officers</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$51 295.00) • Integration funding support (\$211 772.00) 	<p>SLSO working in all classrooms and playground to support identified students and whole class specific needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>1.2 release for leadership teams</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$77 116.00) • Socio-economic background (\$51 524.00) 	<p>Executive and team leaders in numeracy and literacy were able to support staff through working should to should, facilitating collaboration time for stage groups. Feedback from staff was that the time was beneficial to increase teacher knowledge and practice in the classroom and to ensure consistent teacher judgement was evident in all stages.</p>
Socio-economic background	<p>Employment of 5 specialised teaching staff 1 day per week</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$86 000.00) 	<p>Employment of qualified staff to deliver physical fitness activities and specialised engaging equipment to support the delivery of PDHPE syllabus.</p> <p>Increase engagement and participation of students in physical activities though out the year.</p> <p>Weekly collaboration sessions for all stages were highly valued by staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	211	207	201	199
Girls	192	199	205	194

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.1	93	94.3
1	94.7	94.7	93	94.4
2	93.9	92.4	92.2	95.5
3	94.6	92.9	92.5	95.4
4	92.5	93.5	91.4	94.6
5	91.8	91.3	92.5	93.2
6	93.6	91.2	91	93.8
All Years	94	92.9	92.2	94.5
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
Assistant Principal(s)	4
Classroom Teacher(s)	15.48
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	1,101,991
Revenue	4,291,848
Appropriation	4,235,036
Sale of Goods and Services	480
Grants and contributions	55,840
Investment income	492
Expenses	-4,410,977
Employee related	-3,804,812
Operating expenses	-606,165
Surplus / deficit for the year	-119,128
Closing Balance	982,862

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	211,772
Equity Total	443,188
Equity - Aboriginal	68,432
Equity - Socio-economic	214,077
Equity - Language	0
Equity - Disability	160,679
Base Total	2,854,510
Base - Per Capita	97,645
Base - Location	0
Base - Other	2,756,865
Other Total	527,875
Grand Total	4,037,345

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. During 2020 students, staff and parents completed the Tell Them From Me (TTFM) surveys. Students and parents also completed internal school surveys as part of our Situational Analysis for our 2021-2024 school plan.

Parent TTFM surveys results for parents feeling welcome, parents are informed, the school supports learning, the school supports positive behaviour and we are an inclusive school were all below the NSW Govt Norm. Internal school surveys of parents from K-6 showed a more positive response. The data collected strongly supports the schools focus in Strategic Direction 3 in the 2021-2024 school plan of Walking, Working and Striving together.

Students TTFM surveys showed Y4-6 students feel they have someone at school who consistently provides encouragement and can be turned to for advice 7.9% and 93% of student felt that staff have high expectations for success. 56% of students felt accepted and valued by their peers and by others at their school. All data collected from TTFM survey data measures Advocacy, Expectations and Belonging. Overall wellbeing for our school scored 75.9% The data collected strongly supports the schools focus in Strategic Direction 2 in the 2021-2024 school plan of Connect, succeed, thrive and learn.

Teacher TTFM surveys had a school mean for leadership , collaboration , learning culture , data informs practice, teaching strategies, inclusive school and parent involvement where all at or above NSW govt norm.

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.