# 2020 Annual Report

## Elanora Heights Public School

**Elanora Heights Public School**

RESPECT    ACHIEVEMENT    RESPONSIBILITY

4199

# Introduction

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

## School contact details

Elanora Heights Public School
43 Elanora Road
Elanora Heights, 2101
www.elanorahts-p.schools.nsw.edu.au
elanorahts-p.school@det.nsw.edu.au
9913 7283

## School vision

An effective, creative, collaborative and engaged learning community that ensures all members achieve academic, physical, cultural and emotional growth.

## School context

Elanora Heights Public School (EHPS) is an inclusive, co-educational school with an enrolment of approx. 560 students, situated in a unique bushland setting on the Northern Beaches.

The school enjoys a strong tradition of excellence across its academic, sporting, cultural and wellbeing initiatives, with a diverse range of curriculum and extracurricular programs on offer to cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds and are supported by an active and supportive parent community.

Elanora Heights Public School is a proud member of the Peninsula Community of Schools.

# 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 | Delivering |
| LEARNING: Reporting | Delivering |
| 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 | Excelling |

## Strategic Direction 1

Growing Together in Teaching

## Purpose

Our teaching practice reflects what works best and why. It incorporates critical and creative thinking, and inquiry processes to ensure all members of our learning community flourish in their academic, physical, cultural, social and emotional wellbeing.

## Improvement Measures

• All staff increasingly articulate the What Works Best themes and show evidence of their implementation through lesson observations, grade meeting minutes and attainment of PDP goals.

• Formative assessment measures are evident in all teaching and learning programs.
• Teacher self-reported survey data indicates an improvement in teacher knowledge, application and confidence in using formative assessment in English and Maths.

• 24 teachers have completed the Quality Teaching in Maths inquiry learning project.

**Tell Them From Me (TTFM) survey data:**
• *Teachers have given me helpful feedback about my teaching* increases annually from 6.0 in 2017.
• *School leaders have provided guidance for monitoring student progress* increases annually from 5.4 in 2017.

* Baseline data from Sentral indicates a decrease in classroom and playground 'white card' incidents each year.

Analysis of student learning outcomes data in reading, writing and numeracy indicates positive student growth each semester.

## Progress towards achieving improvement measures

**Process 1:**  Teachers engage in spirals of inquiry and professional learning on productive pedagogies, based on the most effective teaching **strategies in literacy and numeracy as identified by the Centre for Statistics and Evaluation (CESE).**

Staff will engage in:

**Targets:**
 1. **2018 - Explicit Teaching** and **Feedback** processes which are specific and timely
 2. **2018, 2019 & 2020 - Collaborative** practices to ensure **High Expectations** and improve student learning in English and Maths
 3. **2019 & 2020 - Data** generation and analysis to inform teaching
 4. **2019 & 2020 - Wellbeing** practices to promotes positive **Classroom Management (Second Step Program implemented)**

| Evaluation | Funds Expended (Resources) |
|---|---|
| **Target 2: Collaborative Practices to Ensure High Expectations and Improve Students Learning in English and Mathematics.** <br><br>**Evidence of Activity:** <br> • Every grade is allocated one hour of collaboration time each week <br> • Administration meetings run in grade teams to allow for more collaboration time <br> • Learning intentions and success criteria are developed for Mathematics and English in grade teams based on student assessment data <br> • Grade teams work with instructional leaders in Mathematics and English to develop grade learning goals <br> • Mathematics and English programs are developed collaboratively based on grade learning intentions and success criteria <br> • Executive team completing Leading Collaborative Practices online course <br> **Evidence of Impact:** | **Target 2:** Community funded Sportspro program to facilitate grade collaboration time each week. School contribution from community funds of $12,000. <br><br>**Target 3:** Executive team workshop with Adrienne Bruce - data analysis and use. <br><br>**Target 4:** Signage of steps purchased for playground displays - $3,000 |

## Progress towards achieving improvement measures

- Growth evident in student assessment data
- CTP teacher survey results
- Collaborative programs in Mathematics and English

**Target 3: Data Generation and Analysis to Inform Teaching:**

**Evidence of Activity:**
- PAT Reading & Mathematics Data collection and analysis - Grades focused on areas of improvement based on PAT Reading results
- SENA Goal Setting - Led by our IL grades used SENA data to develop grade goals which would be used to improve identified weaknesses
- Check-In Assessments - In place of NAPLAN (Cancelled due to COVID) grades 3/5 participated Check-In Assessments that focused on Numacy & Literacy. This provided much-needed data in place of our usual NAPLAN data.
- Benchmarking
- Grade Assessments
- SENTRAL Wellbeing Data
- Consistent Teacher Judgement

**Evidence of Impact:**
- Adjustments to teaching and learning programs completed according to analysis of PAT/Check-In Assessment data
- Student outcomes were focused on particular areas of need as informed by the data
- Students identified as HPGE or at risk based on SENA/PAT/Check-In/Benchmarking assessment data
- Teacher collaboration regarding the Consistent Teacher Judgement of student work samples

**Target 4: Wellbeing Practices to Promote Positive Classroom Management (Second Step Implemented):**

**Evidence of Activity:**
- One hour of teaching time is allocated across K-6 to deliver Second Step lessons.
- Teaching and learning programs reflect the sequence and structure of Second Step lessons to be followed by all teachers.
- Wellbeing/Second Step posters situated throughout the school grounds to remind students of problem solving steps and calm down techniques.
- Wellbeing/Second Step posters placed within classrooms to remind students of problem solving steps and calm down techniques.
- Fortnightly mention of Second Step focus during assemblies/Zoomanora (whole school Zoom assemblies).
- Weekly mention of Second Step focus during K-2/3-6 Monday lines meetings.
- Implentation of "Wellbeing Ambassadors" - senior students who are present and visible (hi-vis vests) to assist younger students during play time who may require assistance to problem solve, calm down and navigate social conflict.
- Evidence of positive behaviour management systems in all classrooms (class money, Class Dojos, table points etc).

**Evidence of Impact:**
- 2018 - 4 suspensions
- 2019 - 4 suspensions
- 2020 - 5 suspensions
- 2018 - 151 Major Incidents recorded on Sentral
- 2019 - 98 Major Incidents recorded on Sentral
- 2020 - 51 Major Incidents recorded on Sentral.
- Discussion during weekly Collaboration time regarding student welfare issues arising from Second Step lessons.

**Process 2:   Teachers engage in professional learning to enhance their understanding of quality teaching.**

**Targets:**
- **2018 - 2020** - Working with an Instructional Leader in English
- **2018 - 2020** - Quality Teaching in Mathematics project and engaging with an Instructional Leader in Mathematics

## Progress towards achieving improvement measures

**Process 2:**  • **2019** - Quality Teaching Rounds with Newcastle Uni (2020 opt in on grades)
  • **2019 - 2020 -**Linking PDPs to strategic plans and the Australian Professional Standards for Teachers
  • **2018 and 2019** - Gifted and Talented professional learning

| Evaluation | Funds Expended (Resources) |
|---|---|
| **Target 1: Instructional Leader in English**<br><br>**Evidence of Activity:**<br> • Sessions with Jann Farmer-Hailey (ILE) timetabled for each grade in Weeks 4 & 5 Term 1, Weeks 4 & 5 Term 3 and over the 2 SDD in Term 4<br> • Findings from ILE sessions factored into Professional Learning sessions across Weeks 7-10 with an additional whole school Zoom session with Jann in Week 9<br>**Evidence of Impact:**<br> • Collation of stage based recommended texts to build greater text complexity in each grade to improve student reading outcomes based of advice from ILE.<br> • Continued development of English programs that reflect school process and expectations around the 5 week cycle and culminating tasks.<br> • Targeted approach to improving vocabulary through effective programming and delivery of explicit evidence based teaching and learning programs supported through the advice of ILE.<br> • Development of more targeted formative assessment techniques that incorporate learning intentions and success criteria to identify student growth in vocabulary.<br>**Target 2: QTM and Engaging with an Instructional Leader in Mathematics**<br><br>**Evidence of Activity:**<br> • Support for SENA assessment implementation across K-6<br> • Regular fortnightly sessions with IL-M at grade collaboration meetings to discuss SENA assessment goals and analysis, strategies to achieve these goals and support needed<br> • In-class support for teachers across grades in relation to trialling of innovative learning tools (rekenrek) and curriculum resources<br> • Intensive training of Year 3 teacher as part of Primary Mathematics Specialist Initiative project<br> • Professional learning in relation to school goals around Vocabularly to improve Comprehension when problem solving<br>**Evidence of Impact:**<br> • Progress on goals evidenced by student progression on SENA assessment<br> • Continued development of pedagogical practices that best support deep understanding in mathematics<br> • Targeting of strategies to best promote student reasoning and application of these to word problems<br> • Increased teacher confidence to trial innovative approaches to teaching mathematics<br> • Specialisation of skills for teacher training to be a mathematics leader<br> •<br>**Target 4: Linking PDPs to Strategic Plans and the Australian Professional Standards for Teaching**<br><br>**Evidence of Activity:**<br> • All staff have completed a PDP linked to the Australian Professional Standards for Teaching.<br> • Each grade determined a common goal to work towards throughout the year.<br> • Each staff member met with the principal to discuss their PDP goals.<br> • All goals were collated onto a spreadsheet to determine commonalities to inform potential professional learning hubs or sessions throughout the year.<br> • Mid-year reviews were completed.<br>**Evidence of Impact:**<br> • Due to COVID-19, the professional learning schedule for term 2 was | **Target 1:** Professional learning funds utilised to engage Instructional Leader:<br><br>$10,000<br><br>**Target 2:** QTSS staffing allocation utilised to engage IL Mathematics. 0.995 FTE QTSS |

| Progress towards achieving improvement measures |  |
| --- | --- |
| repurposed to support the implementation of online learning - we were not able to proceed with our professional learning hubs as planned.<br> • Staff have expressed a desire to explore this model, with grade teams conducting the review process from 2021 to enhance team collaboration. |  |

## Strategic Direction 2

Growing Together in Leading

## Purpose

Leadership skills are fostered at all levels within our school community, with instructional leadership practices developed and implemented to ensure the effective leadership, support and growth of our learning community.

## Improvement Measures

• **Tell Them From Me (TTFM) data** - *School leaders have provided me with useful feedback about my teaching* - increases annually from 5.2 in 2017.
• **TTFM** - School Mean for Leadership increases from 6.0 in 2017, towards the NSW Govt Norm.
• **Parent input** increases annually from 2017 baseline data with regard to:
• School planning - 26%
• Development or review of school policies - 17%
• Teaching practices - 8%
• Curriculum - 7%
• The number of parents responding to school-wide surveys such as TTFM and Survey Monkey increases annually from 48 parents in 2017.

• The number of staff seeking promotion or accreditation at higher levels increases annually.
• The number of lesson observations for the purpose of reflective practice increases in number and diversity across the school per teacher per year.
• Executive staff are able to nominate effective management strategies utilised following their participation in the Art of Leadership program and report improved confidence in managing their teams via self-reported survey data.
• Minutes from grade meetings indicate evidence of instructional leadership and collaborative practices.

• PCS emotional health survey data indicates an improvement in student self-reported mental health issues per year from 2019.

## Progress towards achieving improvement measures

**Process 1:** **Staff leadership skills are developed to enhance instructional and transformational leadership.**

**Targets:**

**2018 -** Collaboration meetings are used to support staff learning

**2019 -** Executive staff attend Art of Leadership
**2020 -**
QTR is implemented on an opt-in basis

Instructional leaders in English and Mathematics work with grade teams

Committee team leaders are supported to lead and manage school programs

| Evaluation | Funds Expended (Resources) |
|---|---|
| **Target 3: Committee/Grade Leaders are Supported to Lead and Manage School Programs**<br><br>**Evidence of Activity:**<br>• Grade Planning Days to lead and work collaboratively with teams to plan upcoming terms assessment and learning programs<br>• Exec Team planning days for professional development and to engage with the CTP modules<br>• Opportunities to lead weekly grade and collaboration meetings<br>• Committee team leaders control the various subject area budgets<br>• Provided with professional readings about effective leadership<br>**Evidence of Impact:**<br>• Budgets were frozen for a time due to COVID-19 which may have slightly impacted resourcing | $500 per staff member for grade planning days<br><br>**Funding Sources:**<br>• Professional learning ($10000.00) |

| Progress towards achieving improvement measures | |
| --- | --- |
| • Variety of KLA resources readily available<br>• Development of activities to support English  syllabus focus of vocabulary | |

**Process 2:** **Student leadership skills are fostered K-6.**

**Targets:**

**2018 -** Student leadership election policy reviewed and confirmed

**2019 -** Student leadership opportunities are expanded

**2019 -** Second step student leaders established in the playground
**2020**
- Student leadership role statements reviewed

 - School Chaplain to mentor student leaders

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| **Target 3: Committee/Grade Leaders are Supported to Lead and Manage School Programs:**<br><br>**Evidence of Activity:**<br> • Collaborative Teacher Practice Professional Learning modules completed by executive staff<br> • Data collected from staff to ascertain understanding of collaborative practice<br> • Grade leaders established<br>**Evidence of Impact:**<br> • A greater understanding of collaboration and effective collaborative practice within the school executive team.<br> • An increase in understanding of effective collaboration practice among staff<br> • Proposed changes to timetable organisation for 2021 to meet staff collaboration requirements that have been highlighted through completed surveys and data reviews.<br> • An increase in teacher observations and feedback among staff<br> • Small executive staff collaborative practice goals implemented and reflected upon within grade teams.<br> • Improved leadership opportunities for grade leaders<br> • Improved mentor opportunities among grades with the new leadership model.<br>**Target 4: Student Leadership Role Statements Reviewed:**<br><br>**Evidence of Activity:**<br> • Stage 3 teams review leadership roles and responsibilities of Captains, prefects, extra curricular captains, library monitors and technology monitors<br>**Evidence of Impact:**<br> • Clear understanding of roles and responsibilities of the various leadership positions among students and staff<br> • An Increase in available roles and responsibilities for Year 6 students in 2021<br>**School Chaplain to Mentor Student Leaders:**<br><br>**Evidence of Activity:**<br> • Employment of the school Chaplain from Term 1 Week 6 for two days per week<br> • The establishment of the 'Spark' and 'Sparkle' program for student social skill development<br>**Evidence of Impact:**<br> • Greater support for teachers and students during teaching and learning sessions<br> • The establishment of the 'Sparkle' and 'Spark' program for a small group of stage 3 students has notably improved resilience, confidence and assertiveness for our selected students. | **Target 3:** Professional learning funds utilised to establish Executive Development Days to support the implementation of the *Leading Collaborative Teaching Practice* modules. $<br><br>**Target 4**: School Chaplaincy program grant received: $20,000 |

**Process 3:** **Parents engage in decision making processes within the school, leading to improved outcomes for students.**

**Targets:**
- **2018 -** Community Liaison Officer established to facilitate communication processes
- **2019 -** Community grants utilized to provide enhancements to school facilities
- **2019 -** OOSH tender process completed
- **2019 -** Parent forums established to provide information and feedback
- **2020 -** Parents engage in Strategic planning review

| Evaluation | Funds Expended (Resources) |
|---|---|
| **Target 3: OSHC Tender Process Completed**<br><br>**Evidence of Activity:**<br>• Tender committee established<br>• Tender documents completed and submitted<br>• New rooms decided for inclusion in tender process<br>**Evidence of Impact:**<br>• New provider established and ready to commence in Term 2, 2021.<br>• New facility has been established for the new provider.<br>• Staff recruitment has been planned for early 2021.<br>**Target 5: Parents Engage in Strategic Planning Review**<br><br>**Evidence of Activity:**<br>• Parents complete TTFM surveys in Term 4<br>• Parents complete survey - 3 words to describe our ideal school<br>• Class parent forum to discuss future directions of the school - Term 4<br>• P & C meeting to discuss future directions of the school - Term 4<br>• Feedback of results from surveys and forums, with discussion following to broaden concepts and ideas.<br>**Evidence of Impact:**<br>• Ideas generated from forums and surveys were presented visually via a 'wordle' and feature in the upcoming SIP 2021-2024.<br>• Concepts around 'inclusivity' have gained clarity and will guide the development of the new SIP 2021-2024. | |

## Strategic Direction 3

Growing Together in Learning

## Purpose

Our learning involves critical and creative thinking and incorporates strategies to make learning visible so that we can recognize, encourage and monitor personal growth, ensuring all students connect, succeed and thrive.

## Improvement Measures

• The number of students participating in external competitions and events increases each year, along with the level of achievement attained.

**NAPLAN**
• The percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN data increases by 5% annually from the 2017 baseline of:

Reading - 72.2%

Writing - 59.0%

Numeracy - 65.8%

• The number of students gaining entry into academically selective programs such as Opportunity Classes, Selective High School and Extension Year 7 Classes increases over the 3 years from 2018 - 2020.

**Tell Them From Me (TTFM) data:**
• *Students who are interested and motivated* increases annually to meet the state average of 78%**.**
• *The percentage of students in the high skills and high challenge quadrant* increases annually from 35% in 2017 to meet the state average of 53%.
• *The percentage of students who were confident of their skills but did not find classes challenging* decreases annually from 39% in 2017, to meet the state norm of 26%.
• *The percentage of parents who report they feel informed about their child's  social and emotional development* increases annually from 5.3% in 2017.
• *The percentage of parents who report they are well informed about their child's progress in school subjects increases annually from 6.2% in 2017.*

**Value Added (VA) data from SCOUT:**
• K-3 maintains Delivering and moves towards a positive VA score.
• 3-5 maintains Delivering and moves towards a positive VA score
• 5-7 improves to Delivering and towards a positive VA score.

• Baseline data from Sentral indicates a decrease in classroom and playground 'white card' incidents each year.

• Analysis of student learning outcomes data in reading, writing and numeracy indicates positive student growth each semester.

## Progress towards achieving improvement measures

**Process 1:    Students are provided opportunity to learn and demonstrate their growth.**

**Targets:**
• **2018 - 2020** - Utilization of visible learning strategies to promote high engagement
• **2018**- Innovative classroom structures and processes established (STEM room)
• **2019** - Extra-curricular opportunities are expanded to meet student need
• **2019 and 2020** - Transition programs are strengthened between the school and pre-schools/high schools to support student learning
• **2020 -** 3 way parent/teacher/student interviews established

| Evaluation | Funds Expended (Resources) |
|---|---|
| **Target 1:  Utilization of Visible Learning Strategies to Promote High Engagement:**<br><br>**Evidence of Activity:** | Target 4: Release time provided for ES1 AP to visit pre-schools.  $1,000 |

## Progress towards achieving improvement measures

 • Teachers are discussing and reflecting on Learning Intentions (WALT) and Success Criteria (WILF) with students.
 • Students being involved with the creation and reflection of their own learning goals.
 • Teachers are providing timely and explicit feedback through rubrics, verbal feedback and conferences.
 • Using, analysing and modelling writing examples to set high expectations for cumulative tasks.

**Evidence of Impact:**
 • Students are able to articulate what they are learning and why they are learning it
 • Students using self-reflection of learning goals and/or success criteria to identify the extent of their learning and future goals
 • Students have an understanding of assessment expectations by analysing WAGOLL samples.

**Target 4: Transition Programs are Strengthened Between the School and Pre-School/High Schools to Support Student Learning:**

**Evidence of Activity:**
 • ES1 Relieving Assistant Principal visits main feeder pre-schools to meet 2021 Kindergarten students and collect student information from pre-school educators.
 • Google Drive created to provide information to parents of 2021 Kindergarten students
 • Due to COVID restrictions restricting 2021 Kindergarten students from coming on site, video created for incoming 2021 Kindergarten students to orientate students to the school
 • School starter packs and social stories mailed to 2021 Kindergarten students
 • 2021 Kindergarten students allocated 2021 Year 4 buddy
 • Letters sent from Year 4 buddies to 2021 Kindergarten students
 • Year 6 into Year 7 transition (Narrabeen sports High School program)
 • Year 6 teachers teach high school transition program
 • Consultation meetings with Year 6 teachers and Narrabeen Sports High School to hand over information about Year 6 students
 • Learning and Support team coordinator works with Narrabeen Sports High Learning and Support team coordinator to hand over information about students

**Evidence of Impact:**
 • Kindergarten and Year 4 buddy contact prior to school established
 • Kindergarten students familiarised with the school and the Kindergarten routine prior to commencing school to alleviate anxieties

**Target 5: 3 Way Parent/Teacher/Student Interviews Established:**

**Evidence of Activity:**
 • Discussion undertaken with staff in Term 1 to implement 3-way interviews
 • Face-to-face interviews were not pursued due to COVID-19 remote learning & consequent restrictions
 • At end of remote learning parent-teacher interviews were undertaken via telephone
 • Interview times booked via School Interviews website

**Evidence of Impact:**
 • Parents were able to see the working habits and skill level of their child first hand during remote learning; led to clearer understanding of achievement levels
 • Parents shared concerns with teachers for further follow up
 • Teachers were able to share meaningful goals
 • This will be a goal for 2021

**Process 2:    Students apply the principles of emotional self-regulation in problem solving situations.**

**Targets:**
 • **2019 -** GOT IT program introduced and implemented in conjunction with Department of Health and Uni of Sydney
 • **2019 -** Second Step program introduced to all staff, students and community K-6

## Progress towards achieving improvement measures

**Process 2:**  • 2020 - Second Step Ambassadors established in the playground

| Evaluation | Funds Expended (Resources) |
|---|---|
| **Target 3: Second Step Ambassadors Established in the Playground:**<br><br>**Evidence of Activity:**<br> • 30 student appointed as Wellbeing Ambassadors, with name badges and lanyards for tips provided to all students.<br> • Roster created for students to attend different areas of the playground to support younger students.<br> • Staff member appointed to oversee ambassadors and provide mentoring support.<br> • **Evidence of Impact:**<br> • Anecdotal feedback from staff of minor incidents being managed by students in the playground.<br> • COVID restrictions limited the progress of this program, so will continue to be a focus for development in our next strategic plan. | Target 3: Badges and lanyards ordered for Wellbeing Ambassadors. $500 |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | **Funding Sources:**<br> • Aboriginal background loading ($4 990.00) | **Evidence of Activity:**<br> • Members of the Aboriginal Education committee attended professional learning sessions to facilitate new initiatives K-6.<br> • Time was provided for staff to develop PLPs for students.<br> • An aboriginal education cultural incursion K-6 was conducted in term 4 to align with NAIDOC week.<br>**Evidence of Impact:**<br> • Members of committee have developed plans and initiatives to promote aboriginal perspectives through curriculum experiences in the next strategic plan.<br> • Aboriginal students performed well on NPLAN and check in assessments.<br> • Student work samples completed post incursion demonstrate understanding of aboriginal culture with respect to music, weaving and bush foods. Students are also able to identify bush foods within our local school environment. |
| **English language proficiency** | • Minit-lit resources purchased<br> • PM benchmark readers online were purchased<br>**Funding Sources:**<br> • English language proficiency ($5 152.00) | **Evidence of Activity:**<br> • Resources to support the mini-lit program and PM benchmark reading were purchased to support students in K-3, along with a small number of students 4-6.<br>**Evidence of Impact:**<br> • By the end of Term 3, the majority of students in the mini-lit program were able to exit the program ahead of schedule.<br> • K-2 students were able to easily access home readers online specifically related to their instructional reading levels, leading to improved progress through the levels across K-2, with 82% of Kindergarten students reading at or above the expected level. 83% of Yea 1 students achieved at or above expected instructional reading levels and 89 out of 93 Year 2 students were reading at or above the instructional reading level for Year 2. |
| **Low level adjustment for disability** | **Funding Sources:**<br> • Low level adjustment for disability ($32 689.00) | **Evidence of Activity:**<br> • Additional learning support staff were employed using these funds to support student growth and attainment in literacy and numeracy. This additional support targeted students specifically in Years 3-6.<br>**Evidence of Impact:**<br> • Check in assessments for students in Year 3 revealed an overall average of 63.8%, with 86.4% of students correctly answering stage 1 content, 61.6% of stage 2 content and 38.7% of stage 3 content.<br> • Check in assessments for students in Year 5 revealed an overall average of 68.1% , with 95.1% of students correctly answering stage 1 content, 82.39% of stage 2 and 54.8% of stage 3 content.<br> • The results demonstrate the impact of additional funding support being used to support student learning in reading, with an ongoing goal to improve these scores further. |

| Quality Teaching, Successful Students (QTSS) | • Employment of additional staff to release the Deputy Principal from administration tasks, to support student learning in mathematics.<br>**Funding Sources:**<br>• Quality Teaching, Successful Students (QTSS) ($103 915.00) | **Evidence of Activity:**<br>• Establishment of a DP Instructional Leader Mathematics position K-6, to support classroom teachers in their delivery of quality teaching in mathematics.<br>• Establishment of the Primary Mathematics Specialist Initiative (PMSI) project, led by the the DP IL, to establish a maths specialist teacher in the school to further support quality teaching in mathematics across the school.<br>• A rekenrek numeracy strategy has also been implemented over the past two years on Kinder and Year 1 to support students' understanding of subitizing and early number concepts.<br>**Evidence of Impact:**<br>• SENA testing has been established across K-6 with all staff assessing their students to determine areas for continued growth. All students are now tracked, with growth monitored by the IL.<br>• Early data regarding student knowledge and attainment of number concepts is very strong, with the rekenrek program now rolling into Year 2 for 2021. |
|---|---|---|
| **Socio-economic background** | • Additional learning support staff were employed to support student learning outcomes in literacy and numeracy.<br>**Funding Sources:**<br>• Socio-economic background ($18 660.00) | **Evidence of Actitivy:**<br>• Additional learning support staff were employed using these funds to support student growth and attainment in literacy and numeracy. This additional support targeted students specifically in Years 3-6.<br>**Evidence of Impact:**<br>• Check in assessments for students in Year 3 revealed an overall average of 63.8%, with 86.4% of students correctly answering stage 1 content, 61.6% of stage 2 content and 38.7% of stage 3 content.<br>• Check in assessments for students in Year 5 revealed an overall average of 68.1% , with 95.1% of students correctly answering stage 1 content, 82.39% of stage 2 and 54.8% of stage 3 content.<br>• The results demonstrate the impact of additional funding support being used to support student learning in reading, with an ongoing goal to improve these scores further. |
| **Support for beginning teachers** | • Release time provided for early career teachers to attend professional learning<br>• Release time provided for early career teachers to engage in mentoring, curriculum planning and support with assessment and reporting.<br>**Funding Sources:**<br>• Support for beginning teachers ($18 856.00) | **Evidence of Activity:**<br>• Early career teachers attended professional learning to support effective classroom practice.<br>• Early career teachers were released from class to engage in mentoring, curriculum planning and support with assessment and reporting.<br>**Evidence of Impact:**<br>• Early career staff are demonstrating effective classroom practices through the PDP process and via grade collaborative practices.<br>• Stage leaders report that early career staff are managing their classrooms well and contribute positively to curriculum planning and development.<br>• Early career teachers report feeling well supported through surveys conducted throughout the year. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2017** | **2018** | **2019** | **2020** |
| Boys | 289 | 301 | 307 | 311 |
| Girls | 290 | 283 | 266 | 254 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2017** | **2018** | **2019** | **2020** |
| K | 95.8 | 94.3 | 94.8 | 95.5 |
| 1 | 94.9 | 94.1 | 94.9 | 95.2 |
| 2 | 95.2 | 93.4 | 94.4 | 95.8 |
| 3 | 94.7 | 94.8 | 94 | 95.2 |
| 4 | 94.5 | 94 | 93.9 | 94.9 |
| 5 | 95.1 | 94.1 | 94.3 | 95 |
| 6 | 93 | 93.8 | 92.8 | 94.6 |
| All Years | 94.8 | 94.1 | 94.2 | 95.2 |
| **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) | 20.86 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1 |
| School Administration and Support Staff | 4.06 |

*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** | 529,831 |
| **Revenue** | 4,714,958 |
| Appropriation | 4,465,626 |
| Sale of Goods and Services | 17,609 |
| Grants and contributions | 229,821 |
| Investment income | 1,803 |
| Other revenue | 100 |
| **Expenses** | -4,685,930 |
| Employee related | -4,183,325 |
| Operating expenses | -502,606 |
| **Surplus / deficit for the year** | 29,028 |
| **Closing Balance** | 558,859 |

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** | 20,919 |
| **Equity Total** | 122,753 |
| Equity - Aboriginal | 4,990 |
| Equity - Socio-economic | 18,660 |
| Equity - Language | 5,152 |
| Equity - Disability | 93,952 |
| **Base Total** | 3,975,268 |
| Base - Per Capita | 137,809 |
| Base - Location | 0 |
| Base - Other | 3,837,460 |
| **Other Total** | 242,854 |
| **Grand Total** | 4,361,795 |

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

**In October 2020 we conducted the Tell Them From Me Surveys for students, staff and parents with the following data for consideration:**

## Students

- 94% of students in Years 4-6 reported positive relationships - 9% above the state norm
- 87% of students in Years 4-6 reported positive behaviour at school - 4% above the stat norm
- 96% of students in Year 4-6 reported they value schooling outcomes - equal with state norms
- 239 out of 560 enrolled students completed the survey - (239 out of 246 eligible Year 4-6 students)
- 36% of students placed themselves in the High Challenge/High Skills quadrant, with 30% in the Low Challenge/High Skills quadrant. This represented a 3% decrease from 2019 results which is a positive result in our attempt to move students to the High Challenge/High Skills quadrant over the remaining 3 years of our 4 year target set in 2019. Interestingly 28% of students (14% above state norm) now placed themselves in the High Challenge/Low Skill quadrant in the 2020 results. This indicates that these students are being challenged academically in English or Maths but were not confident in their skills in these area(s).
- 70% of students reported they are interested and motivated, a 7% decrease from 2019.
- 38% of students in Years 4-6 reported positive homework behaviours - 25% below the state norm
- 17% of students in Years 4-6 reported that they are victims of bullying - 19% below the state norm
- 80% of students in Years 4-6 reported to agree or strongly agree in feeling proud of my school
- 54% of students in Years 4-6 either strongly disagreed, disagreed or neither agreed or disagreed that they felt connected from their experiences during the learning from home period.

Looking at these data, we are reflecting on our capacity to move students from the high skills/low challenge quadrant to the high skills/high challenge quadrant. This may address the data that suggests that students are interested and motivated but do not necessarily engage fully with class tasks and homework. We wonder about the messages students are providing around feelings of advocacy in our school and whether these are connected to the lack of challenge we may be providing. The data around boys engagement and satisfaction was an area that needs to be investigated further.

## Staff

### Leadership 7.0 (7.1 NSW Govt Norm)

- **Strength**- I work with school leaders to create a safe and orderly school environment (8.0), School leaders have helped me establish challenging and visible learning goals for students (7.4), School leaders have provided guidance for monitoring student progress (7.4)
- **For development** - School leaders have taken the time to observe my teaching (5.5), School leaders have provided me with useful feedback about my teaching (6.6)

### Collaboration 8.0 (7.8 NSW Govt Norm)

- **Strength -** I work with other teachers in developing cross-curricular or common learning opportunities (8.3), I talk with other teachers about strategies that increase my student engagement (8.7), I discuss learning problems of particular students with other teachers (8.6), I discuss my assessment strategies with other teachers (8.5)
- **For development** - Teachers have given me helpful feedback about my teaching (6.9), Other teachers have shared their learning goals for students with me (7.4)

### Learning Culture 8.4 (8.0 NSW Govt Norm)

- **Strength** - I monitor the progress of individual students (9.2), I set high expectation for student learning (9.2)
- **For development** - I give students written feedback on their work (7.7), In most of my classes I discuss the learning goals of the lesson (8.0)

### Data Informs Practice 8.1 (7.8 NSW Govt Norm)

- **Strength** - My assessments help me understand where students are having difficulty (8.7), I use results from formal assessment tasks to inform my lesson planning (8.5)
- **For development** - I regularly use data from formal assessment tasks to decide whether a concept should be taught another way (7.6), I provide examples of work that would receive an "A", a "B", or a "c" (or their equivalent) (7.6)

### Teaching Strategies 8.2 (7.9 NSW Govt Norm)

- **Strength** - When I present a new concept I try to link it to previously mastered skills and knowledge (9.1), I use two or more teaching strategies in most class periods (8.8), I discuss with students ways of seeking help that will increase learning (8.5)

- **For development** - Students receive written feedback on their work at least once a week (6.8)

## Technology 6.5 (6.7 NSW Govt Norm)

- **Strength** - I help students use computers or other interactive technology to undertake research (8.1), I help students overcome barriers to using interactive technology (7.4)
- **For development** - Students use computers or other interactive technology to track progress towards learning goals (4.4), I use computers or other interactive technology to give students immediate feedback on their learning (5.6), I help students set goals for learning new technological skills (6.1), I work with students to identify a challenging learning goal relevant to the use of interactive technology (6.1)

## Inclusive School 8.6 (8.2 NSW Govt Norm)

- **Strength** - I establish clear expectations for classroom behaviour (9.3), I make an effort to include students with special learning needs in class activities (9.4)
- **For development** - I help low-performing students to plan their assignments (7.4), I use IEPs to set goals for students with special learning needs (8.1)

## Parent Involvement 7.4 (6.8 NSW Govt Norm)

- **Strength** - I work with parents to help solve problems interfering with their child's progress (8.7), I am in regular contact with the parents of students with special learning needs (8.4)
- **For development** -I ask parents to review and comment on students' work (4.1), I make an effort to involve parents and other community members in creating learning opportunities (7.0)

## Parents (1st dot point includes identified strength(s) and 2nd dot point indicates area(s) for development)

## Parents feel welcome 7.7 (7.4 NSW Govt Norm)

- **Strength** - The school's admin staff are helpful when I have a question or problem (9.0), I am well informed about school activities and feel welcomed when I visit (7.9)
- **For development** - Parent activities are scheduled at times when I can attend (6.1)

## Parents are informed 6.3 (6.6 NSW Govt Norm)

- **Strength** - Reports on my child's progress are written in terms I understand (7.5), If there were concerns with my child's behaviour at school, the teachers would inform me immediately (7.2)
- **For development** - I am informed about my child's social and emotional development (5.3), I am informed about opportunities concerning my child's future (5.8)

## Parents support learning from home 6.0 (6.3 NSW Govt Norm) - Did someone in your family do each of the following?

- **Strength** - Praise your child for doing well at school (6.9), Encourage your child to do well at school (6.8)
- **For development** - Talk about how important schoolwork is (4.3), Discuss how well your child is doing in his or her classes (5.1)

## School supports learning 7.3 (7.3  NSW Govt Norm)

- **Strength** - Teachers expect homework to be done on time (7.8), Teachers show an interest in my child's learning (7.7)
- **For development** - Teachers take account of my child's needs, abilities and interests (6.4), Teachers have high expectations for my child to succeed (6.8)

## School supports positive behaviour  7.6 (7.7 NSW Govt Norm)

- **Strength** - My child is clear about the rules for school behaviour (8.5), Teachers expect my child to pay attention in class (8.3)
- **For development** - Teachers maintain control of their classes (7.2), Teachers devote their time to extra-curricular activities (6.1)

## Safety at school 7.2 (7.4 NSW Govt Norm)

- **Strength** - My child feels safe going to and from school (8.3), My child feels safe at school (8.1)
- **For development** - Behaviour issues are dealt with in a timely manner (6.4), The school helps prevent bullying (6.3)

## Inclusive school 6.3 (6.7 NSW Govt Norm)

- **Strength** - Teachers help students who need extra support (6.6)
- **For development** - Teachers try to understand the learning needs of students with special needs (6.0), School staff take an active role in making sure all students are included in school activities (6.2)

These data highlight the need for more inclusion of our parent community in terms of understanding how their child was

progressing academically and socially. Interestingly, the lowest score was concerning discussions with their children about the importance of school.

# Policy requirements

## Aboriginal Education Policy

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

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

## Anti-Racism Policy

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Elanora Heights Public School 4199 (2020)