

2020 Annual Report

Engadine West Public School



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Introduction

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

Engadine West Public School

Woronora Rd

Engadine, 2233

www.engadinew-p.schools.nsw.edu.au

engadinew-p.school@det.nsw.edu.au

9520 8134

School vision

At Engadine West Public School we are preparing confident resilient students to make the most of opportunities that their future will present.

We are committed to student success and providing a strong foundation in literacy and numeracy, wellbeing and personal growth. We are a learning community with a strong sense of shared vision and collaboratively developed goals.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. The school is a foundation member of the "Community of Schools on the Park" which strives to maximise student learning opportunities and showcase public education. The professional staff demonstrate dedication and commitment to quality future focused education.

The school provides an extensive range of highly engaging programs from Kindergarten to Year 6 that cater for the needs of all students. Engadine West Public School prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school. The wellbeing and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of curricular and extra-curricular programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with additional learning needs and strong partnerships between home and school maximise outcomes for students.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe respectful learners and celebrates achievements.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Evidence Based Learning

Purpose

To ensure student learning is underpinned by feedback derived from assessments (formative and summative) which informs teaching and learning.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the premier's priorities.

Improved student growth from Years 3-5 as measured by SCOUT data.

All students are aware of learning goals in English.

Progress towards achieving improvement measures

Process 1: English Initiatives.

Review English units and teaching and learning practices to ensure student learning needs are being met.

Evaluation	Funds Expended (Resources)
SEF/Learning/Curriculum/Teaching and learning programs Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Learning/Assessment/Summative assessment Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teaching/Effective classroom practice/Explicit teaching Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teaching/Learning and development/Professional learning Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teaching/Professional standards/Literacy and numeracy focus Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.	\$15 000

Process 2: Learning Area Scope and Sequence Review.

Develop sequential and integrated curriculum providing students with meaningful and engaging learning experiences in learning areas.

Evaluation	Funds Expended (Resources)
Completed in 2019.	

Process 3: Future Learning.

Progress towards achieving improvement measures

Process 3:

Design and implement learning experiences for students that employ future focused learning skills using innovative technology and physical space.

Evaluation	Funds Expended (Resources)
<p>SEF - Teaching/Effective classroom practice/Lesson planning</p> <p>Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>SEF - Learning/Curriculum/Differentiation</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increasing challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p> <p>SEF - Leading/Educational leadership/Community engagement</p> <p>The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.</p> <p>SEF - Leading/School resources/Technology</p> <p>Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.</p>	\$40 000

Strategic Direction 2

Transformational Teaching

Purpose

To ensure teachers collaborate within and across stage teams embedding planning and professional learning reflecting student information, progress and achievements, data, curriculum requirements, student feedback, and provide continual improvement for all students regardless of ability.

Improvement Measures

All teachers integrate formative assessment techniques into their teaching practice measured through student work samples, teaching progress, classroom observations, internal and external data.

Class teachers report on student achievement including clear and specific information about student learning, growth, next steps and improvement measures.

All teachers use data to inform collective decisions about student learning and teaching programs.

Progress towards achieving improvement measures

Process 1: Formative Assessment.

Continue to build teacher knowledge, skills and understanding in formative assessment and visible learning practices to inform teaching and learning across the school.

Evaluation	Funds Expended (Resources)
SEF/Learning/Assessment/Formative assessment Teachers routinely use evidence of learning, including a wide range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.	\$3 000

Process 2: Data Use.

Implement learning progressions as a measure to track student learning in literacy and numeracy.

Review and embed a sequential and integrated assessment schedule K-6.

Evaluation	Funds Expended (Resources)
SEF/Teaching/Data skills and use/Data analysis The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. SEF/Learning/Assessment/Summative assessment Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. A future direction will be developing year mark books in Sentral that reflect the school's assessment schedule. SEF/Leading/School planning, implementation and reporting/Continuous improvement The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.	\$3 500

Progress towards achieving improvement measures

Process 3: Professional Learning.

Promote and maintain a focus on collaboration across the school.

Evaluation	Funds Expended (Resources)
SEF/Teaching/Effective classroom practice/Lesson planning Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.	\$20 000

Process 4: Curriculum Implementation.

Implement PDHPE curriculum.

Continue to develop and implement science units.

Evaluation	Funds Expended (Resources)
SEF/Learning/Curriculum/Curriculum Provision The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. SEF/Learning/Curriculum/Teaching and Learning Programs Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. SEF/Teaching/Learning and Development/Expertise and Innovation The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.	\$5 000

Process 5: Policy Implementation.

Update social media policy and procedures.

Implement high performance and gifted education policy and procedures.

Evaluation	Funds Expended (Resources)
SEF/Leading/Management practices and processes/Administrative practices and processes. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.	\$5 000

Strategic Direction 3

Connected Communities

Purpose

To embed the foundations of a school in partnership with its community which is inclusive, informed and engaged.

Improvement Measures

All teachers actively participate in learning communities.

Decrease in reported behaviour incidents.

Increased opportunity for parents/carers to be connected to their childrens' learning and wellbeing.

Progress towards achieving improvement measures

Process 1: Community of Schools.

Principals meet and work together on common school priorities as necessary.

Evaluation	Funds Expended (Resources)
SEF/Leading/Educational leadership/Community engagement The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.	Nil
SEF/Learning/Learning culture/Transitions and continuity of learning The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.	

Process 2: Wellbeing.

Utilise school communities (LST, PBL etc) to identify, coordinate and monitor student wellbeing initiatives that promote positive values and resilience.

Evaluation	Funds Expended (Resources)
SEF/Learning/Wellbeing/Caring for students Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	\$5 000
SEF/Learning/Wellbeing/A planned approach to wellbeing The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.	
SEF/Learning/Wellbeing/Individual learning needs There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.	
SEF/Learning/Wellbeing/Behaviour	

Progress towards achieving improvement measures

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Process 3: Local Community.

Enhance parent and carer engagement through learning sessions, online communication and library connections.

Evaluation	Funds Expended (Resources)
SEF/Learning/Reporting/Parent engagement Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.	\$5 000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12 005	<p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>All Aboriginal and Torres Strait Islander (ATSI) students have personalised learning plans developed in consultation with teachers, students and parents, which are reviewed at regular intervals throughout the year.</p> <p>All ATSI students achieve 100% of their individual learning goals in literacy and numeracy and connecting with country.</p>
English language proficiency	\$19 659	<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. EALD students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>
Low level adjustment for disability	\$146 747	<p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Identified students have individual learning plans developed in consultation with teachers, students and parents, which are reviewed at regular intervals throughout the year.</p>
Quality Teaching, Successful Students (QTSS)	\$125 245 1.2FTE	<p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.</p> <p>The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.</p>
Socio-economic background	\$49 219	<p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Identified students have individual learning plans developed in consultation with teachers, students and parents, which are reviewed at regular intervals throughout the</p>

Socio-economic background	\$49 219	year.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	353	348	324	320
Girls	370	376	360	336

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	96.2	94	96.3
1	95.8	95	94.2	95.2
2	95.8	94.7	94.5	96
3	95.9	94.2	95.2	96.3
4	95	94.2	94.3	94.4
5	94.9	93.9	94.7	94.4
6	95.6	91.5	93.3	93.5
All Years	95.6	94.2	94.3	95
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	23.38
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26

*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 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	565,644
Revenue	5,455,341
Appropriation	5,298,781
Sale of Goods and Services	9,744
Grants and contributions	145,782
Investment income	935
Other revenue	100
Expenses	-5,621,972
Employee related	-4,956,261
Operating expenses	-665,710
Surplus / deficit for the year	-166,630
Closing Balance	399,014

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	40,130
Equity Total	227,630
Equity - Aboriginal	12,005
Equity - Socio-economic	49,219
Equity - Language	19,659
Equity - Disability	146,747
Base Total	4,483,989
Base - Per Capita	164,505
Base - Location	0
Base - Other	4,319,484
Other Total	402,780
Grand Total	5,154,529

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 2020, 277 students in Years 4 to Year 6 were surveyed on a number of areas relating to their experiences at school.

93% of students had positive relationships with other students and 87% participated in school sport and clubs. 91% valued the outcomes they were working towards at school and 89% believed they have positive behaviour at school. 35% of students displayed positive behaviours towards homework. 89% believed they received quality instruction from their teachers. 85% of students believed they had positive relations with their teachers and 83% expected to succeed at school.

In 2020 parents were surveyed on a number of areas relating to their experiences at school.

74% of parents had positive learning from home experience, including resources, school contact and support information. 98% felt the communication from school was useful which included formal interviews, informal meetings, emails, phone calls and school reports. 88% of parents had two or more individual discussions with their child's class teacher throughout the year, with 79% attending various parent meetings at the school (including phone calls and Zoom meetings).

In 2020 teachers were surveyed on a number of areas relating to their experiences at school.

85% of teachers believed the school was an inclusive place. 81% collaborated with other teachers about teaching, student learning, planning and assessment. 80% believed there was a strong culture of learning and 75% believed data (from various sources) informed their practice. 78% believed they provided challenging and visible learning goals for students and 73% believed they provided quality feedback. 78% overcame obstacles to learning in the classroom and 72% regularly use technology (beyond the interactive whiteboard and visiting the computer lab) in the classroom.

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.