

# 2020 Annual Report

## Emu Heights Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Emu 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

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Emu Heights Public School

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## Message from the principal

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Emu Heights Public School is nestled at the foot of the Blue Mountains and enjoys beautiful, spacious grounds in a park-like setting. Our school is highly regarded and is well respected for its warm and friendly atmosphere, family values and the provision of high quality teaching and learning programs. We value knowing every student and being there to support every student. Throughout 2020, we have continued to provide a challenging curriculum focused on literacy, numeracy, ICT as well as a wide range of activities for our students to develop and demonstrate personal excellence across all academic, social, sporting and cultural domains. Our school motto Happiness by Helping is something we all try to do at our school. We look out for each other and try to be there to help where we can. We have had a major focus on the wellbeing of everyone in 2020. COVID played a massive part in how we did things at our school. We tried to focus on the positives from it and made sure we were still here for our students, teachers, parents and community to help everyone through tough times. Building resilience was vital and something we saw grow in our students. Teachers learnt new skills with teaching online and really emphasising that every student matters. I enjoyed greeting our students at the front gate every morning and talking to parents and community members. It is a year we will never forget but one that taught us how important people and families are. We have to be prepared to adapt to change and have the resilience to handle adversity. The Building of our new security fence has stopped outside of hours graffiti and vandalism and made it safer for everyone. We started a lot of projects to make our playgrounds and school a more inclusive and enjoyable place to be. The winning of a community grant to build a new COLA in 2021 will be a welcome asset to our school. I want to thank everyone for their support during a difficult 2020 and I look forward to achieving so much more for our wonderful school in 2021.

Andrew Hooper Principal

## School vision

At Emu Heights Public School we will further develop a warm, safe, caring, future focused and engaging environment. We will focus on providing a learning environment, rich in opportunity, celebrating effort and achievement, building respect and resilience and equipping students to realise their potential to become lifelong learners.

## School context

Nestled in the foothills of the beautiful Blue Mountains west of Sydney, Emu Heights Public School enjoys beautiful, spacious grounds in a well-maintained park-like setting.

Opened in 1972 with a student population of just 69, the school has grown to become a modern centre of learning with outstanding programs and resources.

Our school prides itself on its positive family atmosphere and is highly regarded by the local community as a friendly, caring school and inclusive in which personal excellence is nurtured and valued. Our students consistently demonstrate a cooperative, positive approach to learning and each other and embrace cultural diversity. Currently we have 5% of students who identify as Aboriginal.

The integration of STEM education, project based learning and IT skills are embedded in teaching and learning across our future focused curriculum. We also enjoy a modern IT infrastructure and access to a range of technology to support teaching and learning.

A wide range of student welfare programs support student well-being including Bounce back, Peer Support, Leadership opportunities, Kindergarten Buddies, Kids Matter, Child Protection. Bike Safety, Life Education and Interrelate.

We also offer a wide range of extra curricular activities, particularly in sport and the performing arts areas of dance, music, choir, debating and public speaking and our annual talent quest. In addition, Literacy and Numeracy week celebrations, Aboriginal cultural education, the school vegetable garden and chess club ensure a rich tapestry of learning opportunities for our students.

Significant in every program and initiative is the close partnership between our staff, children, parents, the wider community and other local 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	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Engagement and Well-Being

#### Purpose

To strengthen the social and emotional well-being of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued.

#### Improvement Measures

All staff to consistently implement Student Welfare policy and school wellbeing action plan

Increase parent and community attendance and engagement in events at our school from our 2017 baseline.

Increased the proportion of students demonstrating active engagement with their learning.

Improved attendance for all students, with a significant improvement for at risk students.

#### Progress towards achieving improvement measures

**Process 1:** • Implement a whole school integrated approach to wellbeing in which all stakeholders connect, succeed and thrive to enhance positive relationships

Evaluation	Funds Expended (Resources)
<p>Two staff members completed the Tier One training at the beginning of Term 4. Staff were surveyed to assess strengths and weaknesses in wellbeing practices across the school. Communication of behaviour incidents was improved through the use of a newly developed behaviour recording slip, monitored by Assistant Principals. Compass was investigated by the Executive as a possible method of electronic tracking of PBL data - positive rewards system and behaviour incident data tracking. The introduced behaviour rewards level system was evaluated as a positive addition to behaviour management across the whole school.</p> <p>The wellbeing committee wrote a whole school Bounce Back scope and sequence, covering all Stage groups and using an even/odd year approach. This was shared with all staff at a TPL afternoon. Staff were also introduced to Sue Roffey's Circles approach to teaching Bounce Back. Staff worked in stages to write Bounce back lessons in the format of Circles for implementation in Term 4.</p> <p>Transition programs for Year 6 students heading into High school and 2021 Kindergarten students successfully took place in Term 4. A transition spreadsheet including academic and social notes was compiled by all class teachers to be forwarded onto staff for 2021. Staff maintained regular phone contact with families during the online learning phase of Covid and for parent/teacher interviews in Term 3.</p> <p>Student attendance data was monitored daily and entered into the Attendance App. Attendance data was reviewed by our HSLO at the end of Week 2, Term 3. Nineteen students had an attendance rate of below 80% and required close monitoring. Nine students were identified to specifically monitor due to the large number of unjustified absences. By the end of term, eight students had an attendance rate of below 80%.</p>	<p>teacher Time and resources \$5000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

**Process 2:** Advertise and promote school events that enable parents and community members to engage with students and their learning.

Evaluation	Funds Expended (Resources)
Communications with our parent community dramatically increased as a	<b>Funding Sources:</b>

## Progress towards achieving improvement measures

result of Covid-19. Frequent messages were communicated home electronically. Email and phone communications became a primary mode of communicating with families. Daily lessons were developed for remote learning through Google Classroom across the whole school. Communications between home and school became essential to guide students through lesson content. All teachers made phone calls home to check in with families working remotely. A detailed phone log has been kept by each class teacher. School updates and changes to organisation in line with government recommendations were communicated through Enews. Positive parent feedback showed the appreciation of the regular, detailed updates. Detailed written student progress reports were sent home twice throughout 2020.

Due to Covid, many performances, fundraisers and sporting events could not proceed. Special events such as Leadership speeches, Presentation day, Year 6 Graduation and fundraising events were live streamed through Facebook to allow parents and our community to be a part of the event online.

Many planned P&C fundraisers did not go ahead, although the Colour Run fundraiser was held later in Term 4. Kindergarten orientation proceeded and the parent information session was communicated via zoom.

- Socio-economic background (\$6000.00)

## Strategic Direction 2

### Teaching and Learning

#### Purpose

To equip our teachers to develop high standards of teaching and learning programs that provide engaging learning activities to optimise growth in all students .

#### Improvement Measures

All staff will demonstrate improved application of learning intentions and success criteria in reading and numeracy lessons.

Equipping staff with skills to develop consistent assessment strategies across the school.

Data indicates one year's growth for one year's learning for each student and 90% of Stage 1 students achieve reading milestones RR18 (Yr1) RR26 (Yr2).

#### Progress towards achieving improvement measures

**Process 1:** Support teachers in delivering quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
Meetings and reviews conducted to set up class structures for 2021 looking at support groups to target students in reading and numeracy to bump them up to the next band in NAPLAN for term 1. Looking at students targeted for multi-lit and extra support. Introduction to support visible learning focus for 2021 on Learning intentions and success criteria.	teacher Time  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$5000.00)</li><li>• Socio-economic background (\$7500.00)</li></ul>

**Process 2:** Utilise evidence based research to develop and implement high impact lessons including success criteria and learning intentions in reading and numeracy.

Evaluation	Funds Expended (Resources)
Staff on board for using evidence based approach to Visible Learning with a particular focus on Literacy and Numeracy and being able to articulate learning intentions and success criteria.	Teacher Release Time and stage planning time  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$9000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$20000.00)</li></ul>

**Process 3:** Develop quality planning, assessment and reporting across the school.

Evaluation	Funds Expended (Resources)
New end of year report finalised  New spelling system purchased and to be implemented for 2021  Other assessment besides NAPLAN to be a focus due to NAPLAN not happening in 2020  Check in Assessments, PAT and other assessment measures used	Teacher Time for planning and assessment. Extra Executive release  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li><li>• Socio-economic background (\$7500.00)</li></ul>

## Strategic Direction 3

### Leadership and Innovation

#### Purpose

To promote innovation and focus on developing our learners for the future and to provide leadership opportunities for students and staff.

#### Improvement Measures

Executive team assume responsibility for key leadership and innovations within the school.

Increase professional learning opportunities for teaching staff, executive and aspiring leaders to support personal aspirations, school targets, priorities and strategic directions.

Innovative programs trialled and evaluated to offer opportunities for future focused learning, which include flexible learning spaces.

#### Progress towards achieving improvement measures

**Process 1:** Build a school culture that is creative and innovative to expose and promote opportunities for staff and students.

Evaluation	Funds Expended (Resources)
School focused on Visible Learning to support teachers with articulating the learning intentions and success criteria of every lesson and this is evident in every classroom	Visible Learning PL - Corwin Network of schools completing visible learning approach. Clarity books <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$10000.00)</li><li>Socio-economic background (\$15000.00)</li></ul>

**Process 2:** Develop collaborative processes to build a strong leadership team

Evaluation	Funds Expended (Resources)
Visible learning professional learning for Executive to focus on Guy Claxton John Hatti with The Learning Power and Visible Learning. Lyn Sharratt on Clarity was a focus with executive professional learning.. NEPEAN Learning Community on hold due to COVID	CESE PL and DEL support <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Quality Teaching, Successful Students (QTSS) (\$10000.00)</li><li>Socio-economic background (\$10000.00)</li></ul>

**Process 3:** Utilise evidence based research to develop and implement future focused learning and facilities.

Evaluation	Funds Expended (Resources)
Assessment processes on track with Exec running implementation across stages Data wall in process of being organised learning intentions and Success Criteria evident in every classroom and teacher programs	Teacher and executive time PSL support and Del support <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Quality Teaching, Successful Students (QTSS) (\$10000.00)</li><li>Socio-economic background</li></ul>

## Progress towards achieving improvement measures

Assessment processes on track with Exec running implementation across stages

(\$12500.00)

Data wall in process of being organised

learning intentions and Success Criteria evident in every classroom and teacher programs

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Targeted Equity \$9493 SLSO Support	Their progress along the English as an additional language or dialect Learning Progression and the ESL scales was assessed and monitored by the Learning and Support Teachers in consultation with classroom teachers, documented and their progress maintained.
<b>Low level adjustment for disability</b>	Targeted equity \$106,586 SLSO / literacy and numeracy support Additional Learning and Support time for classes Mini Lit and Multi Lit support	Teachers highly valued the level of support provided by School Learning and Support Officers and deemed this initiative significant in achieving the developmental goals targeted in Individual Education Plans. All students requiring adjustments and accommodations were identified on the NCCD register and catered for within class programs, whole school strategies and Individual Education Plans.  The learning support team works collaboratively with teachers and takes a case management approach to learning programs, assessment and planning
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS release \$57,645 Release time for supervisors to support teachers and manage a strategic direction	Teachers worked collaboratively on developing units of work, scope and sequences and whole school proforma's and structures for teacher programs
<b>Socio-economic background</b>	\$67,126 targeted funding SLSO literacy and numeracy support. Teacher Release - IEPs Additional Teacher Time - 15 days (Literacy and Numeracy Support)	Identified students had support programs implemented to ensure ongoing achievement and further assistance was provided by the Learning and Support Teacher (LaST) or School Learning Support Officers (SLSOs) either individually or in small groups
<b>Support for beginning teachers</b>	N/A	N/A
<b>Targeted student support for refugees and new arrivals</b>	N/A	N/A
<b>Professional Learning</b>	PL initiative funding \$19,087	Staff attended mainly online due to COVID Professional learning linked to school targets and PLP's. funds were also used to target whole school PL with Technology and Visible learning

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	175	177	164	143
Girls	160	147	148	149

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	94.6	93.8	96.5
1	94.1	95.5	93.6	95.5
2	95.8	94	93.7	96.5
3	96.6	95.1	92.6	96
4	95.6	94.5	92.6	92.2
5	94.7	94.4	92.3	94.2
6	94.9	92.4	92.3	92.3
All Years	95.5	94.3	92.9	94.8
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)	3
Classroom Teacher(s)	10.53
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.62

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	343,103
<b>Revenue</b>	2,761,925
Appropriation	2,710,838
Sale of Goods and Services	2,245
Grants and contributions	48,376
Investment income	467
<b>Expenses</b>	-2,796,520
Employee related	-2,451,566
Operating expenses	-344,954
<b>Surplus / deficit for the year</b>	-34,595
<b>Closing Balance</b>	308,508

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

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	81,038
<b>Equity Total</b>	190,196
Equity - Aboriginal	6,991
Equity - Socio-economic	67,126
Equity - Language	9,493
Equity - Disability	106,586
<b>Base Total</b>	2,192,295
Base - Per Capita	75,037
Base - Location	0
Base - Other	2,117,258
<b>Other Total</b>	159,849
<b>Grand Total</b>	2,623,378

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Due to COVID NAPLAN did not happen in 2020

## Parent/caregiver, student, teacher satisfaction

Our school enjoys strong support and participation from parents and the local community. COVID affected a lot of parent support and interaction from the end of term 1. Many parents volunteer their time to assist in educational programs as reading tutors, sport helpers and with creative arts programs. The parent information evenings and parent teacher interviews are always well supported and this year were mainly conducted by phone or VC due to COVID. but were still very successful. Parents are regularly invited to the school to participate in school functions but the interaction in 2020 was limited due to COVID. parents organised a major raffle to support our Year 6 farewell, Year 6 fun day and provide end of year activities for all our students. In 2020, the school sought feedback from parents, students and teachers about the school in a variety of ways including:

\*Parent feedback through our P&C meetings and small meeting with P and C Executive

\* Speaking to the Principal at the front gate through COVID

\* Feedback from Parent and surveys\*Teacher surveys and evaluations as part of our school management plan review

\*Evaluations as part of our work implementing the School Plan

\*Student voice - particularly through our Student Representative Council

\*Informal feedback during discussions / meetings The school uses the Tell Them From Me Survey tool to seek the opinions of the parents, students and teachers on our educational programs, and school culture.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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