

2021 Annual Report

Eastern Creek Public School



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Introduction

The Annual Report for 2021 is provided to the community of Eastern Creek 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Eastern Creek Public School we prepare young individuals for rewarding lives as engaged members of society. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Eastern Creek Public School is a small school located in Western Sydney. The school caters for students in preschool to Year 6. Eastern Creek Public School has 36 teaching staff with a student enrolment of 340. The school has strong relationships with parents, caregivers and the wider community.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new Strategic Improvement Plan.

2. Evaluative Practices

The areas we would like to address identified as part of our 2020 School Excellence Framework-Self-assessment Survey (SEF-SaS) are assessment and data use in planning. To this end we have consulted the CESE publication, 'What works best in practice'. The literature calls for consistent, clear and transparent assessment practices to be in place so that students understand how they can improve on their own learning and staff are able to differentiate their teaching and learning programs, based on the data, to engage and support all students.

3. Engagement and Leadership

When conducting the analysis of the school and system data, and looking at the the school's Professional Learning data, it was evident that there is a need for systems to be streamlined and systematic. Thus building staff capacity that has a positive effect on student outcomes. This was consistent with 2019 and 2020 SEF-SaS data that referenced 'Learning and Development' as a focus theme.

We have undertaken consultation with parents and the community, and with our local Aboriginal community through the Aboriginal Education Consultative Group.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-based and data-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$27,408.52

School Operational Funding: \$5,000.00

Literacy and numeracy intervention: \$22,424.00

Summary of progress

During 2021, our school implemented many different programs online due to Learning from Home, to allow students to continue to have access to quality texts and materials to build upon their reading and numeracy skills. During Term 3, workshops for parents were carried out to support the ongoing work that parents were doing at home in regards to Numeracy. The planned implementation of a whole school consistent home reading program has had to be held off until 2022 due to the impact that Learning from Home had on students access to materials and knowledge of the new home reading program resources. We did however, implement alternatives such as Library borrowing incentives and a renewed effort for the use of Reading Eggs Online in K-2.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to increase by at least 3% in reading.	22.97% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower bound target, 35.2%.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at least 2% higher than 2020.	The percentage of students achieving expected growth in reading decreased to 43.24% indicating progress yet to be seen toward the lower bound target, 63.9%.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands to be close to the system-negotiated target.	14.86% of students in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower bound target.
Increase the % of students achieving expected growth in NAPLAN numeracy towards the system-negotiated target.	The percentage of students achieving growth in numeracy decreased to 32.43% indicating progress yet to be seen toward the lower bound target.
Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	In 2021 progress was yet to be seen in Aboriginal students achieving in the top 3 bands.
Self-assessment against the School Excellence framework shows the element curriculum, theme,	Self-assessment against the School Excellence framework shows the element curriculum, theme, differentiation to be delivering

differentiation to be delivering

Strategic Direction 2: Evaluative Practice

Purpose

To ensure that student assessment data is effectively used school wide to identify student achievement and future direction in curriculum and assessment. Explicit systems are implemented to allow for collaboration and feedback to improve quality teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and Feedback
- Data Skills in Use

Resources allocated to this strategic direction

Socio-economic background: \$5,045.29

Summary of progress

An assessment schedule has been created that highlights the data that needs to be collected and then analysed to create and update programs for teaching and learning. We have added a further diagnostic test to be completed at the beginning of Term 1 2022 so that data is consistent, collected, and can be used to focus teaching and learning programs for all students from the beginning of the school year. More PL needs to be completed on using data to create programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Assessment is rigorous and consistent across the school setting. More than 50% of assessment is monitored and used for planning of future lessons and to showcase student ability. PLAN 2 data is consistently used across the whole school setting.	Assessment is starting to be consistent across the school. PLAN 2 data is not consistently used across the whole school setting.
A range of evidence supports our assessment against the school excellence framework data skills and use at delivering.	Self-assessment against the School Excellence framework shows the element of data skills and use, to be delivering.
More than 50% of staff consistently use feedback throughout their teaching and learning activities. More than 50% of students understand and can explain the feedback that they get and can articulate its impact on their learning.	More than 50% of staff consistently use feedback and students understand and can explain this feedback for their learning.

Strategic Direction 3: Engagement and Leadership

Purpose

To cultivate successful citizens through the highest levels of learning and innovative risk-taking, all members of our school community have a shared sense of responsibility in creating learners that are passionate and curious. We have a culture of high expectations where we consistently build and improve leadership skills and capabilities, and a belief that all members of our school community have the capacity to develop strong, strategic and effective leadership. Attendance is of high importance as it leads to engagement and higher quality learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership and Professional Learning
- Attendance and Wellbeing

Resources allocated to this strategic direction

Professional learning: \$23,290.00

Socio-economic background: \$49,092.43

School support allocation (principal support): \$19,467.00

Low level adjustment for disability: \$30,134.69

Summary of progress

Students attendance has increased significantly since the beginning of 2021. This has been seen due to the introduction of different initiatives focused on students who were absent consistently and for a significant amount of time. These initiatives will be continued into 2022 to continue to drive attendance of every student above 90% attendance.

Professional Learning at ECPS took the form of activities and sessions that focused on Quality Learning Environments, Literacy, Numeracy, Feedback, Assessment and Wellbeing. Through this Professional Learning (PL), staff have implemented initiatives that significantly impact on their students learning and the environments in which they learn.

Through the School Leadership Identification Framework (SLIF) Pilot Program and focus on middle leaders, staff have built their capacity as leaders and are taking on renewed responsibilities throughout the school. This leadership and learning will continue on into 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Proportion of students attending >90% of the time will increase 3%.	The number of students attending greater than 90% of the time or more has decreased to 72.38%.
Proportion of students reporting high levels of Success, Advocacy, and Sense of Belonging at School will increase by 3%.	74.9% of students indicate a positive sense of well-being (expectations of success, advocacy, and sense of belonging at school) demonstrating progress yet to be seen towards this school bases progress measure.
Professional learning is valued and leads to positive change within the school and in classrooms.	Evidence shows that what has been focused on in Professional Learning sessions, especially in regards to Learning Intentions and Success Criteria (LISC) and feedback, is valued and is leading to positive change within the school and in classrooms.
Staff capacity is built and skill sets have increased through observation and collegial discussion and can be observed in teaching and learning programs.	All staff have had opportunities to be part of collegial discussions in relation to teaching and learning programs, and this can be evidenced in the consistency and collaborative nature of programs and activities across classes, stages and the whole school.

Some teacher leaders have increased capacity to lead and have gained confidence in taking on new roles within the school and department.

Three teachers have increased their capacity to lead through the SLIF Pilot Program 2021 and have gained renewed confidence in their leadership ability in new roles such as relieving in higher positions and taking on extra responsibilities in the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,304.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Eastern Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Staffing release for targeted professional learning around literacy programs and English programming. • Staffing release to build teacher capacity around behaviour intervention and curriculum adjustments. • Consultation with external providers for the implementation of curriculum support for staff. • Employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in:</p> <p>All eligible students are demonstrating progress towards their personalised learning goals. All PLPs and ILPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. Student data informed teaching and learning practices and identified students for specialised groupings receiving support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda, this will ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLPs and ILPs reviews. Ensure funding is used to specifically address each student's need and support timetables are adjusted on a regular basis.</p>
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Release time to engage staff in targeted professional learning. • Employment of additional staff for targeted student support. • Additional staffing for targeted interventions to support student learning • Additional staffing to map individual students against the EAL/D progressions. <p>The allocation of this funding has resulted in:</p> <p>To support two refugee students we used additional EALD funding as well as the RSS. Including supporting parent/carers communication, increasing the capacity of parent/carers to connect with student learning especially during COVID learning from home, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p>

<p>Refugee Student Support</p> <p>\$763.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support students as required.</p>
<p>Socio-economic background</p> <p>\$136,410.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eastern Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Attendance and Wellbeing • Instructional Leadership and Professional Learning • Reading • Data Skills in Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to reduce class sizes to support identified students with additional needs. • Supplementation of extra-curricular activities. • Professional development of staff to support student learning in areas of reading and assessment. • Employment of additional staff to support MiniLit and MacqLit programs. • Staff release to increase community engagement, especially throughout learning from home period and once students returned to school. • Resourcing to increase equitability of resources and services, including Reading Eggs and Mathematics program. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in:</p> <p>The provision of optimal conditions for learning including</p> <ul style="list-style-type: none"> · Students provided with a laptop and dongle where necessary to access online learning resources. This resulted in 23% of students achieving minimum standards and 37% achieving top 3 bands in Reading. · Additional executive staff employed to support staff in identifying student needs and supporting targeted programs, including Mini and MacqLit. · Wellbeing assistance provided for students - food and uniform support, additional welfare teachers and SLSOs as well as speech therapist support for targeted students. <p>Student improvement evidenced by:</p> <ul style="list-style-type: none"> · Numeracy and Reading - The employment of a school funded DP curriculum leader provided additional support and strategies leading to developing streamlined teaching practices. The majority of students met expected growth in school assessment measures. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, engage the literacy and numeracy AP C&I to support our trajectory towards achieving targets. Data shows that attendance rates for students is not consistent. Next year, the school will diversify the role of additional executive to focus on improving our attendance rates.</p> <p>Home reading program to be launched.</p> <p>K-6 PAT testing and Check-in assessments to provide data for differentiated learning.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$16,584.00</p>	<p>needs of Aboriginal students at Eastern Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to work as a Literacy mentor with students performing below the expected stage level. • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Engaging an Aboriginal Education Officer (AEO) to facilitate improved staff knowledge and understanding, community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in: Providing students with cultural resources and awareness from DoE. Other funding provided an Aboriginal Education Officer. The AEO provided PL to inform staff on inclusive cultural practices. Student and staff engagement in the Liven Deadly program and Aboriginal performances was high.</p> <p>After evaluation, the next steps to support our students with this funding will be: Aboriginal identified community member to deliver a focused cultural program and support to Aboriginal students and PL for all staff on cultural awareness and engagement. An Aboriginal SLSO employed to support identified students. An increase in Aboriginal families engaging in the PLP process.</p>
<p>English language proficiency</p> <p>\$141,654.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eastern Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • Withdrawal lessons for small group (developing) and individual (emerging) support. • Establish a core practice for supporting students learning English as an Additional Language or Dialect. <p>The allocation of this funding has resulted in: Student progress showing growth on the EAL/D learning progressions, with 59% of EAL/D students achieving expected or above expected growth.</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>EAL/D teachers supported class teachers and students during Learning from Home.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to differentiate class</p>

<p>English language proficiency</p> <p>\$141,654.00</p>	<p>English programs that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Provide EAL/D Progression levelling PL to staff.</p>
<p>Low level adjustment for disability</p> <p>\$145,730.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Eastern Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Employment of a Kitchen Garden teacher to provide intervention programs that support student needs. <p>The allocation of this funding has resulted in: An increase of students in Stage 3 and targeted Stage 2 students displayed greater confidence and sense of belonging through participating in the Kitchen Garden program, however, TTFM survey results were not reflective of this. This may be due to TTFM surveys completed after students returning from Learning from Home.</p> <p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. Continue with Rock and Water and Kitchen Garden programs. PBL committee to review school behaviour and reward system.</p>
<p>Literacy and numeracy</p> <p>\$12,099.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Eastern Creek Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Speech pathologist assessed P-2 students and worked with staff and families on programs and activities both internal and external to assist student individual needs. • Speech pathologist provided staff with professional learning. <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy</p> <p>\$12,099.00</p>	<p>The initiatives led to:</p> <ul style="list-style-type: none"> · A 20% increase in Stage 1 students participating regularly (weekly) in the Reading Eggs at home. · Identification of students at risk of operating below benchmarks and appropriate interventions being put in place to support them. These interventions will continue into 2022. <p>After evaluation, the next steps to support our students with this funding will be: Teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the reading at home.</p>
<p>QTSS release</p> <p>\$61,665.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eastern Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant Principals provided with additional release time to support classroom programs. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <ul style="list-style-type: none"> · 97% of teachers reported lessons differentiated according to students' needs · 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. <p>After evaluation, the next steps to support our students with this funding will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Executive released to work with KLA specialist and APC&I to ensure they develop quality teaching and learning programs. These programs should have embeded syllabus outcomes, meet NESA requirements and are consistent with best practice to reflect the needs of students.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Eastern Creek Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • MultiLit and MiniLit intervention support programs. <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the</p>

<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs</p>
<p>COVID ILSP</p> <p>\$148,483.04</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Releasing staff to analyse school and student data to identify students for small groups and monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy. • Employing staff to supervise and monitor progress of student groups engaging in online small groups. • Employing staff to provide online support to student groups in literacy. • Leading and providing professional learning for COVID educators. • Employment of additional staff to support the monitoring of COVID ILSP funding. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <ul style="list-style-type: none"> · 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 · 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment. <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> <p>MiniLit and MacqLit to continue for students identified.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	153	140	158	140
Girls	142	159	157	152

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.5	90.2	92.8	89.7
1	92	91	88.6	92.4
2	92.9	91.5	92.8	92.8
3	94.1	92.8	94.2	90.2
4	92.8	92.9	93.1	94
5	91.6	92.9	95.3	91.9
6	93.5	92.2	95.4	94.1
All Years	92.6	92	93.1	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	11.64
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	3.82

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	51,617
Revenue	3,354,144
Appropriation	3,298,561
Sale of Goods and Services	8,547
Grants and contributions	46,933
Investment income	103
Expenses	-3,272,197
Employee related	-3,000,269
Operating expenses	-271,928
Surplus / deficit for the year	81,946
Closing Balance	133,564

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.

	2021 SBAR Adjustments (\$)
Targeted Total	21,929
Equity Total	440,392
Equity - Aboriginal	16,584
Equity - Socio-economic	136,411
Equity - Language	141,654
Equity - Disability	145,744
Base Total	2,271,844
Base - Per Capita	80,118
Base - Location	0
Base - Other	2,191,726
Other Total	370,766
Grand Total	3,104,932

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.

Parent/caregiver, student, teacher satisfaction

Due to COVID Learning From Home (LFH) the parent participation in the Tell Them From Me survey was less than previous years at 48 parents. The data reflected parents teaching students at home with an increase in 'Parent support learning at home', however, there was a decrease across all other indicators. The largest drop in data was in the area 'Parents feel welcome' which could be partially explained by the extra COVID safety measures in place around the school and lack of access to the classroom for parents during the year.

Formal parent teacher interviews conducted over the phone in Term 3 averaged at 38%. However, during LFH parent/teacher communication was very regular and likely resulted in less engagement with the formal interview process in 2021.

Preschool used the 'Kept Me' platform throughout 2021. There was 100% connectivity of parents, however, engagement was never very high. Parents reported that the platform was not easy to navigate and as a result of this feedback, it was decided that Preschool would use Seesaw to effectively communicate with their families in 2022.

K-2 parents communicated with the school and classroom teachers through the Seesaw platform and averaged 1,330 visits weekly and 190 daily. The total visits over the period from 27th July to 17th December 2021, totalled 27, 437. This represented a majority of parents accessing the platform one to two times a day.

Stage Three teachers communicated with students in Years 3-6 via Google Classroom throughout 2021. Google Classroom communication and lesson content was directly between teachers and students. Parents could communicate with teachers during this time through phone calls, emails and through Zoom opportunities. Parents/carers were also able to track their child's progress through the student's account.

Students in Years 4-6 completed The Tell Them From Me (TTFM) survey in 2021. Student results in Social-Emotional outcomes indicated that 85% of students showed positive behaviour at school and this is reflected through our school's STAR values and school behaviour data through SENTRAL. This is an increase from the previous two years. In identifying positive relationships, 80% of students have friends at school that they can trust and who encourage them to make positive choices.

When it came to the identified drivers of Student Learning Outcomes, the positive indicators are teachers are setting clear goals for learning, establishing expectations, checking for understanding and providing feedback resulting in a student score of 7/10. Students felt that lessons were explicitly taught and feedback given in a timely manner. More than 80% of students believe that positive relationships are built with the teaching staff.

The TTFM survey teacher results indicated an increase in inclusive school practices and quality feedback from the 2021 survey. During LFH teachers indicated that they felt well supported, however, lower levels of connectivity were felt with other staff and students.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.