

2021 Annual Report

Engadine Public School



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Introduction

The Annual Report for 2021 is provided to the community of Engadine 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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Message from the principal

This report details some of the exceptional gains our school community has made despite the challenges and uncertainty of a year overshadowed, for the second year in a row, by COVID-19 and disrupted learning.

Our students, staff and families have worked together, even though we were apart for stretches of time. We have ensured the continuity of education for our students through our innovative use of technology, our focus on differentiated learning for every student and our aim to prioritise wellbeing. At every stage throughout 2021, communication between home and school was integral to our progress and our ability to keep teaching and learning at the forefront of our purpose.

I am a proud Principal of a school community that shows resilience, growth and care for each other.

Sara Swift



Welcome back, everyone!

School vision

Engadine Public School nurtures safe, respectful, responsible learners in an inclusive environment, in which every student is known, valued and cared for. Wellbeing and student growth are achieved through evidence based, data informed, quality teaching practices. We hold high expectations of our students and staff and work in positive partnership with our parents and wider community.

School context

Engadine Public School is situated in central Engadine, close to the Royal National Park. The school has classes from Kindergarten to Year 6 with a current enrolment of approximately 400 students. The school has four support classes meeting the learning needs of students with autism and mild and moderate intellectual disabilities. School enrolment includes 18% of students with a non-English speaking background and 2% of students of Aboriginal and Torres Strait Islander background.

Engadine Public School provides a positive and inclusive environment in which students are encouraged to be safe, respectful, responsible learners within a Positive Behaviour for Learning (PBL) framework. The school community values student growth and wellbeing. Our strategic directions focus on student growth in reading and numeracy, using data effectively to inform quality teaching and learning and positive wellbeing.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to differentiated learning. Teachers will be supported to successfully plan for and deliver quality instruction to students with additional needs including those identified as high potential and gifted. We will focus on the continual monitoring of student performance data and streamlined data collection practices which will enable greater consistency of teacher judgement within Engadine Public School and across schools.

The Parents and Citizens Association supports the school with various initiatives in order to provide additional resources for students. The school encourages the community to be informed and to engage in collaborative opportunities to enhance student academic achievement and wellbeing.

Uniting Before and After School Care (BASC) offers two services in Engadine and both provide quality education and care for children from Kindergarten to Year 6. The services operate from Engadine Public School and nearby Chipilly Avenue in the grounds of the Uniting Church.



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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in reading and numeracy, we will implement evidence-based teaching practices, reflect on research and use data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

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.

- Literacy and Numeracy Improvement Project

Resources allocated to this strategic direction

Literacy and numeracy: \$16,062.61

Professional learning: \$10,770.00

QTSS release: \$78,818.95

Literacy and numeracy intervention: \$22,423.60

Socio-economic background: \$3,763.00

Summary of progress

Our work in Strategic Direction 1 largely focussed on the Science of Reading, developing teacher understanding, capacity and confidence in the explicit teaching and assessing of the 'Big 5 of Reading': Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension. All staff engaged in professional learning across the year in each of the sub-elements of reading, with each session exploring the background research, effective teaching strategies and assessment tools, particularly using PLAN 2 and the learning progressions. Teachers were supported to embed new learnings into their classroom practice through planning and modelled explicit lessons with the Instructional Leader. Heggerty Phonological and Phonemic Awareness and Heggerty Bridge The Gap programs were purchased and implemented in each class for 10-15 mins per day, including during remote learning. This program provided a consistent approach and language to teach these sub-elements across the school.

To determine the impact on student attainment, baseline data was established using PLAN2, with Phonological Awareness in Term 2. Results of these were analysed and used to create targeted teaching plans for students who required additional support. Using both formative and summative assessment, PLAN2 data was updated at the end of each term for each student, with results closely analysed. In Kindergarten, 68% of students reached end of year phonological awareness targets, 39% exceeded expectations. In Stage 1, 81% of students in Year 1 and 78% of students in Year 2 reached their end of year benchmark with 58% and 61% growth respectively for Year 1 and 2. In Stage 2, students at risk dropped from 66% at the end of Semester 1 to 34% and at the end of Semester 2, students at risk in Stage 3 dropped from 61% to 17% with the 17% referred to LaST.

With over 90% of teachers seeing value and feeling confident in using PLAN2 to track student progress and inform teaching, staff were supported in assessing students in Phonic Knowledge and Word Recognition. Establishing this baseline for students provides 2022 teachers with a starting point for teaching. The Understanding Text progressions were discussed and employed in stage teams to plan lessons and gather information on student levels of fluency, vocabulary and comprehension. Feedback comments reflected that teachers understand how the Big 5 is incorporated into explicit lessons and learnings from this year needs to be consolidated and further explored next year.

Decodable resources were purchased, with support from the P&C, to align with the shift in teaching to the Science of Reading. Staff were supported in levelling their students using these texts. The Multitit E-library allowed for students to access a range of quality decodable texts, particularly while learning remotely. Over 80% of teachers felt confident using decodables in their explicit teaching of reading. More training and support will be provided next year, along with parent information videos on how and why we use decodable readers.

Staff unanimously voted for the purchasing and training of staff in Initialit for implementation in K-2 and Support Unit classes in 2022. All staff involved were trained this year, as well as resources and learning materials organised and prepared, to ensure a smooth, immediate start to the program in Term 1.

EPS has made good progress towards achieving progress measures this year, with NAPLAN Reading results in reading this year increasing, including students achieving in the top two bands and expected growth.

Teachers have been following the new maths scope and sequence and assessment schedule and implementing it in

their programs. Number is now a daily focus throughout the school and teachers are using the diagnostic assessments as either a pre-test, post test or both, to guide their teaching and differentiated grouping.

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
Increase or maintain the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5.	Comparing data from 2019 to 2021, in Year 3, there was an increase in number of students achieving in top two skills bands by 20%. In Year 5, there was a 6% increase of students in top 2 skills bands.
Increase or maintain the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5.	Comparing data from 2019 to 2021, in Year 3 there has been an increase of 13% of students performing in top two bands. In Year 5, performance was maintained across most bands. There was a decrease from 14% to 9% of students in the top two bands, despite a 2% increase in the top band.
Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5.	In 2021, 65% of students achieved at/above expected growth. This was an increase from 49% in 2019.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5.	In 2021, 58% of students achieved at/above expected growth, while 38% were below expected growth. This is a decrease of 6% in expected growth, from 64% in 2019 and 2% of below expected growth, from 38% in 2019.
Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.	Teachers actively evaluate and discuss professional development, using exit slips and surveys to ascertain the effectiveness of learning. Teachers discuss learning at collaborative planning sessions to ensure implementation of learning to improve student outcomes. Data showed growth in teacher confidence in assessing students and updating data in PLAN2 and an over 15% increase in teachers explicitly teaching comprehension strategies and understanding their students' oral comprehension skills. During remote learning, teachers engaged with Department Professional Learning on Effective Reading, Vocabulary, Fluency and Comprehension. The Instructional Leader then worked collaboratively with stage teams to reflect on learning, plan for explicit lessons and assessments on fluency, comprehension and vocabulary.



Punching out our final sounds!

Strategic Direction 2: Wellbeing

Purpose

Within a culture of high community engagement we will support students to connect, succeed and thrive by coordinating a strategic and planned approach to develop whole school wellbeing and learning support processes.

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.

- Learning and Support Team Coordination and Engagement
- HPGE

Resources allocated to this strategic direction

Aboriginal background: \$5,258.00

Socio-economic background: \$28,353.21

English language proficiency: \$95,681.00

Professional learning: \$10,840.70

Integration funding support: \$157,663.00

Low level adjustment for disability: \$100,953.00

Summary of progress

Student advocacy and wellbeing system negotiated targets were not reached in 2021. Despite the challenges of remote learning, Tell them from Me student results remained stable between Semester 1 and Semester 2 with 64% of students reporting a positive sense of belonging. The decline in student advocacy is seen to be linked to the heavy impact of COVID-19 disruptions.

Personalised Learning Pathways (PLP's) for Aboriginal students and students from an EAL/D background have been refined and tightened. In 2021 PLP's were developed in consultation with class teachers, students and families. 100% of PLP's had learning goals which included a focus on culture, literacy and numeracy. The impact was a notable increase of engagement of these students in their learning at school.

EAL/D practices were refined across the school. EAL/D students were included as a group on Plan 2 and had learning goals including a focus on phonological awareness and phonic knowledge. Progress was tracked and monitored in 5 weekly blocks. 100% of students progressed in Plan 2.

During Semester 1 and throughout remote learning, Learning and Support Team coordination has been embedded into school practice with interventions implemented, adjusted and evaluated. Attendance data is reviewed weekly at staff meetings and Learning and Support meetings. Automatic SMS for student absences has been introduced through Sentral with Tier 2 interventions for attendance concerns. Flow charts were developed for staff to track attendance and monitor student engagement in learning. Processes were formalised so staff and parents were aware of actions to be taken if thresholds for attendance and submission of student work was not reached. Parents report satisfaction with our new SMS system. However, we have more work to do in minimising the number of unexplained absences across the school.

High Performance and Gifted Education (HPGE) programs were significantly disrupted during Semester 2 2021. Opportunities were provided for HPGE students to participate in Semester 1 included - Maths Olympiad, Chess Club, Code Club, Podcasts, French, Dance and the National Park Arts program. 100% of students identified as HPGE had a Learning Plan developed to address individual needs.

Moving forward in 2022 we will continue to embed and extend our work in the areas of LST coordination, HPGE and Aboriginal Education. In 2022 we are seeking to build meaningful relationships with Aboriginal elders and mentors for our students to work with regularly. Attendance will continue to require staff attention and parent engagement through regular communications.

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
Increase the percentage of students attending >90% of the time to be at or above the lower bound system negotiated target.	The number of students attending greater than 90% of the time or more has increased by 2% since 2019 . System negotiated lower bound target for 2021 not reached despite Tier 2 intervention for students identified as an attendance concern.
TTFM Wellbeing data (advocacy, belonging, expectations(, increases to be above the system negotiated target.	Tell Them From Me data indicates a decreased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 3%. School operations in 2021 have been significantly disrupted by Covid. This will be a priority area of focus for 2022.
Establish baseline of negative incidents as determined by number of incident reports as at year end 2021	Baseline established based on Sentral notifications. 250 negative behaviour incidents reported on Sentral in 2021.
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	There has been an increased use of data in 2021 to inform our next steps, refine our approach to wellbeing and engagement to improve student learning outcomes. This has included staff, parent and student surveys, Tell them from me data, Sentral data. In 2020 34 parents completed the TTFM parent survey. In 2021 75 parents engaged with the process
There is demonstrated commitment within the school community that all students make learning progress. Attendance data is regularly analysed and is used to inform planning.	Sentral Attendance data is regularly analysed. Interventions for those students identified as attendance concerns. Document analysis of learning programs indicates that learning programs include evidence of adjustments made to accommodate individual student needs.
Establish the baseline of the percentage of students who achieved the top two bands in NAPLAN, achieving or exceeding their expected growth.	In 2021 65% of students achieved at or above expected growth.
Establish a baseline of the number of high potential students accessing an increased number of talent development programs.	In 2021 3% of the student population participated in talent development programs. These included the "Feast" program and participation in external mathematics competition., Chess Club, Code Club, French and external Art programs.
Establish a baseline of the number of targeted students meeting or exceeding their individual learning goals/stage benchmarks so that equity gaps are closing.	Students in our 4 specialised support classes were established as the baseline. In 2021 this was 32 students.



Strategic Direction 3: Assessment and Data Informed Practice

Purpose

To develop and apply systematic assessment strategies and data analysis to monitor student progress and achievement, using consistent, evidence based judgements. Teachers will enhance skills and understanding in using data to identify the needs and strength of every student to inform planning, identify interventions and modify teaching practices to improve student learning outcomes.

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 Consistent Teacher Judgement
- Data Informed Practice

Resources allocated to this strategic direction

Professional learning: \$10,700.00

Operational 3: \$10,000.00

Summary of progress

In 2021 steps were taken to establish more consistent and effective school-wide formative and summative assessment practices. As a result of the ongoing COVID-19 pandemic, and extended Greater Sydney lockdown in 2021, we were unable to achieve all of our goals. Despite this, solid progress was made. The school executive worked with an instructional leader to identify areas for improvement. It was determined that there was a need to focus on the assessment of literacy, with a narrow focus on assessing specific reading behaviours.

The strategic direction team, in collaboration with strategic direction 1, introduced a range of school wide assessments (Soundwaves Diagnostic Spelling Assessment, NSW DoE Phonological Awareness Assessment, BURT, WARP, YARC, Phonic knowledge and word recognition, and ongoing gap testing of phonological awareness and phonic knowledge and word recognition). Some staff were less confident to engage with each of these assessments and they were provided with additional support to build their confidence in a supportive process and environment. This resulted in teachers applying a range of evidence-informed assessments to collect valid, reliable assessment data to identify key areas for improvement.

Members of the executive and learning support teams analysed this assessment data to inform whole school initiatives such as student participation in intervention programs e.g. Covid Intensive Learning Support Program. Teachers began to use the formative and summative assessment data to inform planning and modify teaching practice, however additional time was required to further support staff in using the assessment data for making adjustments and modifications to teaching plans and programs to meet individual needs.

A significant majority of teachers have reported increased confidence in conducting a range of formative and summative assessments and are able to work collegially to determine methods of assessment that can be used to gain information about specific learning areas. Staff across K-6 consistently utilised PLAN to record targeted student data. Data collected showed us that staff moved from 91.2% to 93.33% for knowing the individual student needs in their classroom. Staff also indicated that they have begun to feel more confident assessing students and updating data in PLAN 2 moving from 85.8% in Term 2 to 87.78% in Term 4.

In 2022 there will be a continued focus on assessment and the use of data to inform teaching and learning practice in reading. As the K-2 cohort are implementing InitialLit and associated assessments the strategic team will focus on reading and literacy assessments for 3-6. Moving forward, we will need to ensure that appropriate resourcing is allocated to continue to consolidate and improve assessment practices across a range of key learning areas.

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
Consolidating Sustaining and Growing	It was decided to maintain our sharp and narrow focus on reading

<p>in Assessment through</p> <ul style="list-style-type: none"> • Formative Assessment - Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students • Summative Assessment - Assessment is planned and undertaken regularly in all classes and data is systematically collected. • Student Engagement - Teachers share criteria for student assessment with students. 	<p>acquisition and therefore staff collected data specifically on literacy assessment and reading behaviours.</p> <p>Staff confidence has gradually increased in this area, with the support of our Instructional Leader. Teachers are now collecting valid data to identify key areas for improvement and this is being logged and tracked through PLAN2.</p> <p>Executive capacity to analyse cross stage data across the school is improving and resulting in more clearly defined improvement measures moving in to 2022.</p> <p>Teachers are meeting more regularly to moderate and improve consistent teacher judgement and have shared more explicit criteria with students.</p>
<p>Consolidating sustaining and growing in Data Skills and Use through</p> <ul style="list-style-type: none"> • Teachers begin to access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team regularly uses student achievement data to inform key decisions related to resourcing and implementation of new programs. 	<p>IL developed support resources and instructional videos and teachers built confidence and capacity with PLAN 2.</p> <p>Decodable readers were purchased to align our instruction and assessment practices and therefore more valid data has been collected and analysed to inform future learning.</p>
<ul style="list-style-type: none"> • There is a coordinated effort by school staff to reflect on student progress and achievement data and develop plans and strategies for improvement. 	<p>Teachers have met regularly to moderate assessment data and develop consistent rubrics. Student progress is being tracked more effectively and has informed specific learning goals.</p> <p>Stage teams have met more regularly this year and strengthened their consistent teacher judgement around A-E reporting.</p>
<p>60% of staff report increase in assessment skills to 4 or higher on a 5 point scale (lift from baseline of 52% of teachers scoring 3 or less on a 5 point scale of What Works Best survey)</p>	<p>As a result of the focus on assessment in 2021, 14/20 respondents (70%) reported an increase in skills and confidence to a 4 or higher when delivering formative assessments. Similarly, 15/20 respondents (75%) reported an increase in skills and confidence to a 4 or higher when delivering summative assessments.</p> <p>These survey results indicate that the strategic direction team and the instructional leader have been successful in increasing assessment skills to 4 or higher on a 5 point scale.</p>
<p>60% of teachers report increase in data analysis skills (lift from baseline of 52% of teachers scoring 3 or less on a 5 point scale of teachers scoring 3 or less on a 5 point scale of What Works Best survey).</p>	<p>As a result of the focus on assessment in 2021, 12/20 respondents (60%) reported an increase in skills and confidence to a 4 or higher when delivering formative assessments. Similarly, 14/20 respondents (70%) reported an increase in skills and confidence to a 4 or higher when collecting data.</p> <p>These survey results indicate that the strategic direction team and the instructional leader have been successful in increasing assessment skills to 4 or higher on a 5 point scale.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$157,663.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Engadine 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"> • HPGE <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 <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All ILP's were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be monitored throughout the year in response to student ILP's to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$32,116.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Engadine 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"> • HPGE • Literacy and Numeracy Improvement Project • Learning and Support Team Coordination and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Identifying those students with additional learning support needs and providing support through SLSOs and remedial intervention such as Minilit. • Identifying HPGE students and providing them with creative extension opportunities through our film making and cooking programs. • Inviting guest speakers to address at risk students - EDYS and Sutherland PCYC. • Student Assistance - financial support given to identified families in order to purchase school supplies/uniforms and pay for excursions. <p>The allocation of this funding has resulted in: Support for disadvantaged students and their families to increase participation and engagement in school learning and activities. This has also enabled the reduction of educational and economic barriers experienced by some families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding to assist in identifying those in need and provide programs to increase participation and support equity.</p>
<p>Aboriginal background</p> <p>\$5,258.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Engadine 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>Aboriginal background</p> <p>\$5,258.00</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"> • Learning and Support Team Coordination and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase (100%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for longer periods as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Establishing on Plan 2 a specific group for students identified as Aboriginal with specific learning goals and progress monitored over 5 week periods.</p>
<p>English language proficiency</p> <p>\$95,681.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Engadine 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"> • Learning and Support Team Coordination and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • continue intensive focus for on Beginning and Emerging students • in class regular timetabled support for Developing students prioritised based on PLAN2 data and classroom complexity analysis. <p>The allocation of this funding has resulted in: Student progress showing growth on learning progressions with 100% of EAL/D students achieving 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>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on the increasing knowledge and capacity of our EAL/D teacher to work alongside class teachers to develop appropriate and challenging learning goals for our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$100,953.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Engadine 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"> • HPGE <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention Minilit program to increase learning outcomes <p>The allocation of this funding has resulted in: Students who participated in the minilit program showed a 36%, 31% and 28% improvement in fluency pre and post assessment.</p>

<p>Low level adjustment for disability</p> <p>\$100,953.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of minilit for identified students</p>
<p>Literacy and numeracy</p> <p>\$16,062.61</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Engadine 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"> • Literacy and Numeracy Improvement Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in Science of Reading • targeted professional learning for K-2 teachers in Initialit to improve literacy • purchasing of decodable readers to support literacy instruction <p>The allocation of this funding has resulted in: The impact of this was a beginning of a shift in pedagogy across the school. As part of this we also resourced decodable books for all classrooms, which enabled teachers to implement the Science of Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to resource teachers with decodable readers.</p> <p>Continue discussions around best practice and with resourcing, enable time with IL for teachers to co-plan and look at data.</p>
<p>QTSS release</p> <p>\$78,818.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Engadine 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"> • Literacy and Numeracy Improvement Project <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 <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 are now beginning to embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuing employment of an instructional leader above establishment to lead improvement in an area where teachers need support, such as literacy</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Engadine 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"> • Literacy and Numeracy Improvement Project

<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to support the delivery of evidence-based literacy and numeracy programs and data driven practices <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 expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: the next steps to support our students with this funding will be: the continued engagement of additional teaching staff to extend teacher capacity in implementation of Science of Reading in classrooms.</p>
<p>COVID ILSP</p> <p>\$88,008.16</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"> • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: the majority of the students in the program achieving progress towards their personal learning goals.</p> <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.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	200	208	205	212
Girls	164	171	180	173

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.3	97.3	96.8	95
1	94.9	95.2	96.1	94.5
2	94.6	94.2	94.2	95.3
3	95.5	93.7	95.1	94.5
4	95.4	93.8	94.6	95.1
5	94.8	94.9	94.7	93.3
6	95.8	93.2	96.2	93.6
All Years	95.3	94.6	95.4	94.5
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.



Belonging, engagement and learning.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	16.27
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	0.6
School Administration and Support Staff	6.82

*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	463,255
Revenue	4,916,163
Appropriation	4,643,414
Sale of Goods and Services	53,276
Grants and contributions	217,992
Investment income	580
Other revenue	900
Expenses	-4,918,371
Employee related	-4,472,163
Operating expenses	-446,208
Surplus / deficit for the year	-2,208
Closing Balance	461,047

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	157,663
Equity Total	234,014
Equity - Aboriginal	5,258
Equity - Socio-economic	32,122
Equity - Language	95,681
Equity - Disability	100,953
Base Total	3,416,098
Base - Per Capita	100,845
Base - Location	0
Base - Other	3,315,253
Other Total	587,453
Grand Total	4,395,228

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.



Explicit instruction: engaging learning.

Parent/caregiver, student, teacher satisfaction

In 2021 our parents were, indeed, partners in education. Learning was once more disrupted due to COVID, and students and families found themselves engaging with remote learning. Parents were asked to participate in several surveys, both internal and external, as a means of communicating, delivering, and evaluating our remote learning practices and supports.

Parent participation in the 2021 Tell Them From Me (TTFM) survey 'Partners in Education' increased by 100% compared with the number who completed the survey in 2020, demonstrating interest and involvement with our school practices. Parents felt welcomed and informed at our school and found that our school supported student learning and positive behaviour. Engadine Public School scored above the State norm for being an inclusive school that helps students with disability or special needs to feel welcome. The overwhelming majority of parents stated that they would recommend our school to other parents.

Our students were given the opportunity to take part in the Student Outcomes and School Climate Survey towards the end of 2021 and the results demonstrate some of the cumulative impact of two years of COVID learning. While students reflected that they demonstrated positive behaviour at school, that teacher practice and feedback was explicit and that their learning time was effective and relevant; they also indicated that they had experienced a decline in their sense of belonging. Their interest and motivation levels had decreased, as had their positive homework behaviours. Pleasingly, though, our students reported well below the State norm for bullying and expressed that they had positive teacher-student relations and that there was someone at school who consistently provides encouragement and can be turned to for advice. The vast majority of students stated that they felt proud of their school.

At the end of 2021, we asked our teachers to reflect on the year that was, as an important planning tool to focus on moving forward. When surveyed about the eight most important drivers of student learning, our staff consistently scored our school well above the State norm in the areas of: leadership, collaboration, learning culture, data informed practice, teaching strategies, technology, inclusive school, and parent involvement. 100% of our teachers are at the Proficient level of teacher accreditation. Most teachers strongly agreed that school leaders effectively lead school improvement and change and clearly communicate the strategic vision and values of the school. However, due to the experiences of working from home, there was a decline in teachers' feelings of connection.



Apart but together.

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.

Aboriginal Education - School statement

In Term 1 Personalised Learning Pathway meetings were held and this was a wonderful way to connect with our school community. It allowed new relationships to form with families across our school community. These meetings also provide an opportunity for our Aboriginal students to be involved in identifying their own learning goals.

In 2021 we had the privilege of welcoming local elder Auntie Dolly and Jan from the Sutherland Shire Reconciliation Committee. Aboriginal students had a yarn with Auntie Dolly and spoke about their connection to country. They received a calico bag with fantastic resources and literature inside and were encouraged to share within the classroom and at home with families. Auntie Dolly shared her knowledge and pride in the culture of our first nations people, and it was such a positive cultural experience for our students. We would love to welcome Auntie Dolly and Jan back to Engadine Public School in 2022.

NAIDOC celebrations were planned for Term 3, however due to Covid restrictions they were unable to go ahead. We had planned for the Brolga Dance Academy to attend along with other in school celebrations. Despite disruptions due to Covid, our school was still able to provide many engaging activities involving staff at our school. We provided NAIDOC lessons remotely involving many creative cultural activities as well as staff reading NAIDOC stories.

To end 2021 on a positive note it was exciting to announce that Kalei (Yr. 6) was successful in her nomination of a Deadly Kids Award. The Deadly Kids Awards celebrate and acknowledge Aboriginal and Torres Strait Islander students, who have demonstrated achievement in various areas including attendance, engagement, academic achievement, and leadership.

We were proud to acknowledge Kalei and present her with a Deadly Kids Award. Kalei has shown great improvement academically and achieved her Personalised Learning Pathway goal of becoming a Sports Leader. She has been an exemplary leader to her peers this year. Congratulations Kalei!

In 2022 we look forward to collaborating with our local elders and AECG to continue to provide our students with authentic cultural experiences.

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.

Anti-Racism - School statement

Engadine Public School has an appointed Anti Racism Contact Officer (ARCO) who is available to assist parents, staff and students if required. The ARCO role involves three aspects: complaints support, education and monitoring.

Our school engages annually with whole school strategies such as the celebration of Harmony Day and the promotion of

anti racism education strategies through classroom teaching and learning including National Day of Action against Bullying and the inclusion of multicultural perspectives across Key Learning Areas. Staff challenge race-based generalisations and stereotypes by including strategies in teaching and learning programs that promote intercultural understanding and develop respect for Australia's cultural, linguistic and religious diversity.

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.



Aunty Dolly's yarning circle