

2021 Annual Report

Eurongilly Public School



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Introduction

The Annual Report for 2021 is provided to the community of Eurongilly 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

Eurongilly Public School endeavours to prepare students to lead a life of excellence beyond the school gates in a rapidly changing society. We strive for each individual to achieve their full potential through quality education. We value strong partnerships with our community and together we aim to create a learning environment based on trust, respect and responsibility, building confidence in our students to be empowered and proactive citizens. ***Eurongilly Public School: Educating, Enriching and Empowering students.***

School context

Eurongilly Public School is located within the locality of Eurongilly, 20 km east of the township of Junee and 60 km north east of Wagga Wagga in the Riverina of NSW. The school has drawn on enrolments from the local farming community since 1918. With no village or local shop, the school provides a central hub to its proud and active local community. Eurongilly Public School is a member of the Ngumba-Dal Learning Community, an alliance of the local high school and 4 feeder primary schools, strengthening public education within the Junee region.

Eurongilly Public School enrolment numbers have steadily increased over a decade to where they are currently sitting at 25. Total enrolments are expected to remain similar over the next 3 years. The school currently operates two classes, K-2 and 3-6. Total numbers of students in each grade cohort is evenly spread, with the largest cohort of five currently in Year 1 and the smallest cohort of one in Year 4. There is an equal split of boys and girls in K-2 whilst there are eight boys and four girls in the Year 3-6 class.

The 2020 situational analysis identified most Eurongilly Public School students begin Kindergarten equipped with the necessary knowledge and skills required to achieve. A collaborative approach between home and school, quality differentiated teaching and learning programs and early intervention has led to a high percentage of students achieving at or above stage appropriate outcomes by the end of Stage 1. Achievement growth across Stage 2 and 3 in reading and numeracy has been identified as an area of future focus for school improvement.

Through analysis and ongoing consultation, planning, programming, assessing and using data for teaching and learning are identified as areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet all requirements of NSW Education Standards Authority whilst ensuring there is a strong focus on providing regular explicit and engaging point of need experiences for every student. The monitoring of student performance data will determine areas of need at an individual, group and whole-school level to ensure ongoing student and school improvement. The school is working to further strengthen the relationship with the local AECG to gain insight and advice around cultural awareness knowledge and to strengthen teacher professional learning.

Our families value the importance of increasing the social capabilities of their children to ensure success in any future context or situation. In continued support of this, the school will further strengthen whole school processes, including an environment of high expectations, explicit wellbeing programs, reflective practice, individualised intervention and authentic collaboration with all stakeholders.

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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Staff implement teaching and learning programs that track student progress and achievement with ongoing adjustments and revisions, maximising a responsive approach to individual needs and academic success in reading and numeracy.

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.

- A focus on personalised learning within dynamic teaching programs
- School wide data practices

Resources allocated to this strategic direction

Literacy and numeracy: \$1,400.00

Professional learning: \$3,710.00

Location: \$7,800.00

School support allocation (principal support): \$7,770.00

Socio-economic background: \$2,225.00

Low level adjustment for disability: \$15,427.00

Beginning teacher support: \$8,845.00

Summary of progress

A focus on personalised learning within dynamic teaching programs

In 2021, the school staff revised and consolidated evidence-based assessment. This included professional learning through Effective Reading: phonological awareness that provided strategies to capture the level of achievement and where to next in reading fluency for every student. Additionally, there was a focus on building the capacity of staff to more confidently and effectively differentiate the specific learning needs of each student identifying point of need explicit instruction. Additional time was provided to assess each student and diagnose results before modifying programs to allow for required differentiation. As a result of this effective approach to differentiation, the quality of classroom programs increased and was visible through principal lead program review. A significant enabler of the initiative included additional release time to assess each student and diagnose results before modifying reading programs to allow for required differentiation and the purchase of extra reading resources that allowed for broader opportunities in reading levels and greater engagement in leveled readers overall. Implementing a collaborative practice process where teaching staff applied knowledge to lead aspects of the school's reading strategy initiative, building staff capacity and buy in and trust of the initiative by all staff, was an additional enabler. The structure of the teaching principal's teaching allocation impacted on the consistent implementation of intervention programs developed to support students who were not progressing or achieving at desired levels. The role of the Learning and Support teacher in providing strategic support to staff through specific strategies was inconsistent due to the ongoing interruptions to the continuity of learning and periods of learning from home for students. This barrier made it difficult to maintain the momentum of support for the staff to be effective in improving the learning outcomes for students. The school was hoping to have teaching and learning programs that were effective, showed evidence of differentiation using consistent and reliable student assessment and continuous tracking of student progress and achievement. At this point in time, the school acknowledges that there is further work required to embed an effective continuous tracking process beyond just reading fluency and this will be a focus in 2022.

In 2022, new teaching staff on both classes will require a focus on revisiting and familiarisation of effective differentiation to inform next steps in teaching as part of classroom programs. In addition, a deeper understanding of how students learn to read will continue through professional learning opportunities, with a particular focus on comprehension utilising the e-learning modules from the Literacy Hub. Continued investigation by the Assistant Principal Learning and Support and Learning and Support Teacher roles will include leading the identification of intervention strategies to support students not progressing or meeting benchmark levels in phonological awareness and reading fluency. Additionally, the school will look to have a deeper focus on differentiation in numeracy and effective ways to capture this in classroom programs.

School wide data practices

In 2021, the school focused on reviewing the collection, analysis and response to individual, group and whole school data to establish robust practices that strengthen student performance, teacher capacity and whole school improvement. There was a need to adjust the direction of the initiative when a lower than previously expected level of teacher capacity

and confidence in using assessment data was identified. This hindered the progress towards collecting whole school data samples and analysing internal and external data sources. Previously identified gaps in cohort assessment data, particularly in mathematics and spelling, were rectified, with teaching staff taking time to develop their confidence and use of the new programs and tools. The use of pre and post assessments increased in reading and mathematics. This resulted in more accurate identification of student progress, leading to professional discussions on individual students and differentiated strategies to support each student. Teaching staff increased understanding and utilisation of assessment tools available through Assessing Literacy and Numeracy (ALAN), enabled through professional learning. There was an increase entry of Plan 2 progression data compared to previous years, although data was not updated and maintained once the focus shifted away from this task. Teachers' lack of approval for the use of Plan 2 will be an area to unpack further in 2022. Teaching and learning programs reflected differentiated teaching that supported student growth in literacy and numeracy, whilst end of year student progress data clearly identified growth for all students in reading and numeracy.

In 2022, we will look to increase the use and engagement of progression data by firstly unpacking feedback provided by teachers in 2021. Assessment strategies and schedule need to be considered and linked within curriculum scope and sequences that will continue to be developed. The implementation of an improved K-6 assessment schedule will strengthen knowledge and communication across the school, whilst supporting the desired collection and analysis of data at a whole school level. All current assessment programs will be maintained before being evaluated later in the year. Reading comprehension assessments will be reviewed, ensuring we have appropriate tools to collect and track internal progress data of comprehension.

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
<p>The proportion of Yr 5 students showing expected growth in NAPLAN reading is trending above the lower bound target of 80%.</p> <p>The proportion of Yr 5 students showing expected growth in NAPLAN numeracy is trending above the lower bound target of 80%.</p>	<ul style="list-style-type: none"> • Due to the size of the cohort, detailed reporting against expected growth in NAPLAN reading is not available. Individual student progress is reported directly to parents and carers throughout the year. • Due to the size of the cohort, detailed reporting against expected growth in NAPLAN numeracy is not available. Individual student progress is reported directly to parents and carers throughout the year.
Yr 2 students students meet expected achievement FIY4 (fluency) and UnT6 (understanding texts) and QuN8 (quantifying number) against the Literacy and Numeracy progressions.	An increased percentage of Year 2 students are achieving fluency, understanding texts and quantifying number within sub-element against the Literacy and Numeracy progressions.
The proportion of students in the top 2 bands in reading and numeracy will increase in line with the network.	Eurongilly PS students contributed to the network small schools target of students achieving in the top two bands for reading and for numeracy. Individual student results are reported directly to parents and carers.

Strategic Direction 2: Building teacher capacity

Purpose

A school-wide approach to collecting, analysing and interpreting data, enhanced through teachers applying a full range of assessment strategies, in order to monitor and assess student progress, inform teaching focus and guide reflective 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.

- Strengthening assessment and data use strategies through collaborative practice

Resources allocated to this strategic direction

Literacy and numeracy: \$1,041.78

Professional learning: \$2,082.00

Beginning teacher support: \$6,000.00

QTSS release: \$4,709.00

Summary of progress

Strengthening assessment and data use strategies through collaborative practice

In 2021, the school focused on establishing systems for collaboration to improve staff capacity in strengthening assessment and data use. Professional learning sessions targeted improvement in understanding and effective use of formative and summative assessment strategies. A small teaching staff with strong trusting relationships enabled authentic collaborative processes, including professional dialogue, shared leadership and opportunities to evaluate professional learning sessions. Several professional learning sessions, including identified opportunities to work with staff in other schools, were unable to be delivered as planned. This has hindered progress with identified priorities being rescheduled for 2022. The individual capacity of teaching staff was utilised to establish effective mentor relationships. Weekly opportunities were provided for classroom observations and feedback sessions between staff, with the initiative significantly building capacity. There was a missed opportunity to align staff Performance Development Plans (PDPs) with successful capacity building achieved in this initiative. Strategic planning of school structure and timetable and available funding sources were recognised enablers of this initiative. Staff engaged in additional networking professional learning opportunities established beyond the school. Teaching staff committed to already established collaborative practices that engaged parents and empowered students in identifying and implementing personalised learning goals in reading and numeracy. Learning from home increased direct communication between parents and teachers in supporting student learning.

In 2022, teaching staff will continue to build understanding of formative and summative assessment, beginning by completing 'Assessment' professional learning module from What Works Best. Following this professional learning, priorities of further professional learning direction and a school action plan will be developed. The school will seek examples of assessment schedules from like settings before drafting its own. Collaborative practices will be prioritised to support staff transition to teaching roles that they have no previous experience in. Collaborative practice strategies will be used to support the achievement of identified goals in staff PDPs.

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
All teaching staff indicate a self-reflection score above school base-line data of 2.5 within the themes of 'Use of data to inform practice' and 'Assessment' from the What Works Best Toolkit.	There was an increase in the average score of staff for 'data to inform practice' through the WWB toolkit. The focus on assessment has been held over until 2022.
School self-assessment of the SEF	• Self-assessment against the School Excellence Framework shows the

<p>element 'Data skills and use'- to be sustaining and growing in the theme of 'Data use in teaching'.</p> <p>School self-assessment of the SEF element "Assessment,- to be delivering in the theme of 'Formative assessment' and 'Summative assessment'.</p>	<p>school currently performing at delivering in the theme of data use in teaching in the element of data skills and use.</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of formative and summative assessment in the element of assessment.
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Strategic Direction 3: Focus within to thrive beyond

Purpose

Individual and collective excellence will be targeted through a planned approach that is responsive to need, owned by the school community, goal orientated and incorporate reflective processes within a supportive and trusting culture.

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.

- Developing a culture of high expectations

Resources allocated to this strategic direction

Location: \$4,000.00

Growing Great Leaders PL Grant: \$4,764.00

Summary of progress

Developing a culture of high expectations

In 2021, school staff focused on developing whole school processes most supportive to the wellbeing of every student. Elements of the student reward system were adjusted and re-established, increasing understanding and buy in from staff and students. Student and parental input into learning programs were further enhanced and formalised through family conference activities. Teaching staff implemented explicit social capability lessons through a point of need and responsive approach. The lack of whole school scope and sequence of teaching social capabilities was a barrier to tracking curriculum requirements annually and across K-6. Personalised informal approaches were used to support improved attendance of individual students identified through data. The strong trusting relationships between the school and families enabled the successful implementation of attendance strategies. Although successful, the collection of evidence and formal documentation was hindered by not having a strong framework of process and practice in place. Teaching staff completed 'Every student is known, valued and cared for in our school' survey. This proved to be an ineffective strategy as results were not provided to the school, hindering opportunity to identify future directions. Access to and engagement of Assistant Principal Learning and Support enabled professional learning opportunities in supporting complex behaviours of individual students. The principal completed 'Growing Great Leaders Student Centred Leadership for Principals' professional learning. The principal applied learnt strategies and structured opportunities to reflect on and respond to contextual leadership challenges, whilst broadening their collegial support network.

In 2022, setting high expectations for all members of the school community will remain a priority. A scope and sequence of social capabilities will be developed by staff, with stakeholder input. The review of the school reward system and student wellbeing policies will ensure these reflect The School Wellbeing Framework. Teaching staff will continue to build capacity in supporting every student through professional learning opportunities in wellbeing, such as Trauma Informed Practice. Teaching staff will complete professional development '5 essentials for effective evaluation' in preparation for External Validation. The principal will implement systems and strategies to collect data samples from school community groups to support evidence and whole school evaluative practices. Teaching staff will complete 'Aboriginal Histories and Culture' professional learning before reflecting and identifying a school action plan.

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
The proportion of students attending above 90% of the time is trending above the lower bound target of 85%.	The proportion of students attending greater than 90% of the time or more has decreased to 75%, indicating progress yet to be seen toward the lower bound target.
Trending above the 2020 TTFM results in the proportion of students reporting for expectations of success, advocacy and sense of belonging.	Tell Them From Me data indicates 95% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), an increase of 4% from 2020.

<p>School self-assessment of the SEF element 'Wellbeing' - to be sustaining and growing in the theme of 'Individual Learning Needs'.</p> <p>School self-assessment of the SEF elements 'Educational Leadership'- to be delivering in the theme of 'Community Engagement'.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of educational leadership.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,225.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eurongilly 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"> • A focus on personalised learning within dynamic teaching programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing allocation to enable targeted support in multi-stage setting <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * an improvement in reading fluency levels for all students * evidence of differentiated teaching and learning programs * personalised reading goals for all students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * build capacity of teaching staff to differentiate the curriculum and implement evidence based teaching strategies that support individual student need in a multi stage classroom * providing additional in-class support for students to continue to work towards and meet their personal learning goals
<p>Low level adjustment for disability</p> <p>\$15,427.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Eurongilly 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"> • A focus on personalised learning within dynamic teaching programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 targeted needs in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased staff capacity to identify learning gaps in reading * increased results in phonological awareness and reading fluency for targeted students * evidence of differentiated teaching and learning programs * personalised reading goals for all students * learning goals were updated and responsive to student learning needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * build staff capacity to identify and implement strategies that support students who have limited growth in reading and numeracy * providing additional in-class support for students to continue to work towards and meet their personal learning goals
<p>Location</p> <p>\$11,800.00</p>	<p>The location funding allocation is provided to Eurongilly Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$11,800.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on personalised learning within dynamic teaching programs • Developing a culture of high expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * an increased focus on school improvement through systems, structures and processes * improved learning culture across the school * improved communication and collaboration between staff and between school and families <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuation of supporting principal in leading collaborative practices and professional learning for all staff * building staff capacity to respond to students identified as requiring intervention support in reading and numeracy
<p>Professional learning</p> <p>\$5,792.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Eurongilly 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"> • A focus on personalised learning within dynamic teaching programs • Strengthening assessment and data use strategies through collaborative practice • School wide data practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional release from face to face to teaching to support the professional development of formative assessment strategies in reading fluency and planning and implementation of evidence-based teaching strategies to support reading fluency growth. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased collaboration between teachers, students and parents in process of identifying and working towards individualised learning goals * all staff building capacity in formative assessment strategies in reading * all students demonstrating growth towards their reading fluency goals * learning goals were updated and responsive to student learning needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * increased capacity of all teachers to embed effective practices in the explicit teaching of reading comprehension * personalised and targeted professional learning to support teacher need in formative assessment strategies
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Eurongilly Public School during their induction period.</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"> • A focus on personalised learning within dynamic teaching programs • Strengthening assessment and data use strategies through collaborative practice

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff employed to provide greater consistency in teaching and learning programs and providing mentoring and additional release time <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased capacity of staff to embed effective practices in the explicit teaching of literacy and numeracy * evidence of differentiated teaching and learning programs * increased collaboration between teachers, students and parents in process of identifying and working towards individualised learning goals * capacity of staff to provide leadership and mentoring strategies through collaboration <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * this funding was available through a one year grant and will not be available beyond 2021
<p>School support allocation (principal support)</p> <p>\$13,610.00</p>	<p>School support allocation funding is provided to support the principal at Eurongilly Public School with administrative duties and reduce the administrative workload.</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"> • A focus on personalised learning within dynamic teaching programs • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff employed to provide greater consistency in teaching and learning programs and allow principal time to fulfill leadership and management expectations • purchase of teaching and learning resources and licensing of literacy and numeracy programs supportive of multi-stage classroom setting <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * an improvement in reading fluency levels for all students * evidence of differentiated teaching and learning programs in reading * personalised reading goals for all students * all students demonstrating growth towards their reading fluency goals * learning goals were updated and responsive to student learning needs * increased collaboration between teachers, students and parents in process of identifying and working towards individualised learning goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * increase capacity of all teachers to embed effective practices in the explicit teaching of numeracy * all students demonstrating growth towards their numeracy goals * continuing collaborative practices that engage parents and students in identifying and working towards individual learning goals in reading and numeracy
<p>Literacy and numeracy</p> <p>\$2,441.78</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Eurongilly 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"> • A focus on personalised learning within dynamic teaching programs • Strengthening assessment and data use strategies through collaborative practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$2,441.78</p>	<p>funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in supporting ongoing implementation of individualised student goals in literacy and numeracy and increasing engagement of student and parents in learning through three- way conversations <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * an improvement in reading fluency levels for all students * differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage * increased capacity of all teachers to embed effective practices in the explicit teaching of reading fluency <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * the school will no longer receive these funds from the beginning of 2022
<p>QTSS release</p> <p>\$4,709.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eurongilly 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"> • Strengthening assessment and data use strategies through collaborative practice <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 • 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:</p> <ul style="list-style-type: none"> * improved staff confidence in applying formative assessment tools for reading fluency * evidence of differentiated teaching and learning programs * personalised reading goals for all students * increased collaboration between teachers, students and parents in process of identifying and working towards individualised learning goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to improve teacher capacity in applying formative assessment tools for reading fluency * improve teacher capacity to embed evidence-based, high impact strategies for reading comprehension into classroom practice
<p>COVID ILSP</p> <p>\$11,772.00</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 to deliver small group tuition • releasing staff to participate in professional learning • development of resources and planning of small group tuition

<p>COVID ILSP</p> <p>\$11,772.00</p>	<ul style="list-style-type: none"> • releasing teaching staff to support the administration of the program • providing targeted, explicit instruction for student groups in literacy/numeracy - phonological understanding, reading fluency and whole number concepts <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all targeted students achieving or making progress towards personal learning goals in phonological awareness and reading fluency * increased capacity of staff to embed effective practices in the effective teaching of reading <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need * providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority
<p>Growing Great Leaders PL Grant</p> <p>\$4,764.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Eurongilly 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"> • Developing a culture of high expectations <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • additional teaching staff was employed to provide greater consistency in teaching and learning programs and allow principal time to engage in professional learning and leadership development • participation in leadership professional learning <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * principal establishing supportive networks * increased leadership capacity * improved communication strategies between staff and between school and families <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * this funding was available through a one year grant and will not be available beyond 2021
<p>Per capita</p> <p>\$6,409.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Eurongilly 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 operational funding include:</p> <ul style="list-style-type: none"> • additional technology resources to support learning from home, including hardware and program licensing. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * enhanced student participation, engagement and learning <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to build student engagement through technology initiatives, STEAM and extra curricula opportunities

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	11	10	13
Girls	10	10	16	9

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	96.7	95.3	90.7
1	92	92.4	95	89.9
2	88.8	97.4	95.7	94.4
3	92	92.3	96.8	92.8
4	95.9	94.6	93.3	96.9
5		95.4	96.6	82.4
6	93.2	99	93.9	94.3
All Years	92.8	94.8	95.1	91.5
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		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
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*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	80,464
Revenue	557,174
Appropriation	547,366
Grants and contributions	9,803
Investment income	6
Expenses	-546,165
Employee related	-489,515
Operating expenses	-56,650
Surplus / deficit for the year	11,009
Closing Balance	91,473

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	0
Equity Total	17,652
Equity - Aboriginal	0
Equity - Socio-economic	2,225
Equity - Language	0
Equity - Disability	15,427
Base Total	481,102
Base - Per Capita	6,409
Base - Location	11,880
Base - Other	462,812
Other Total	16,753
Grand Total	515,507

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

Eurongilly Public School values an ongoing journey of continuous improvement. The leadership team collects and evaluates feedback from all members of the school community during evaluative processes, helping inform future directions. In 2021, school community feedback data was collected through Tell Them From Me (TTFM) student and parent surveys, parent conferences and teacher feedback sessions.

In 2021, there was a high percentage of parent engagement with the Tell Them From Me parent survey. School results were similar to 2020 results in most aspects and the school mean was higher than NSW government primary school norms in all areas. Parent responses indicate particular school strengths in the school supporting positive behaviour, being welcoming to parents and the school supporting learning. These results are reflective of parent feedback attained during Parent and Citizen (P&C) meetings, family conferences and informal conversations between parents and staff. 33% of parents indicated they would like more opportunities to have input into decisions that matter, which is an area to gain further insight in the future.

All Year 4-6 students completed the Tell Them From Me survey in 2021. Our small school cohort impacts on the results provided. When referenced with internal data sources, it is evident that a large percentage of our students believe schooling is useful in their everyday life and into the future and that they believe they try hard to succeed. Most students also indicate teachers are responsive to their needs. Staff have high expectations for them to succeed and learning time is used effectively to support learning.

Teaching staff reported that professional learning opportunities were relevant to their need throughout the year, particularly the school reading strategy and individual student assessment. Reading comprehension and numeracy assessment strategies were identified as areas of future focus for teaching staff. Staff feedback identified the highly supportive formal supports for individualised professional development, including classroom observations, additional release time and having feedback sessions peers. Teaching staff reported an increased understanding of the School Excellence Framework and The School Plan and how these support teaching and learning programs. They found the collaborative completion of the 2021 School Excellence Framework Self-assessment Survey an extremely informative and valuable process.

The school leadership team aspire to incorporating Indigenous perspectives and Aboriginal culture into quality teaching and learning programs. In 2021, the school re established a connection with Wagga Wagga Aboriginal Education Consultation Group (AECG), with the principal representing the school at local AECG meetings. Professional learning in Cultural Awareness has been identified for school staff in 2022, whilst staff continue to focus on opportunities to connect and build relationships with local First Nation community members.

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.