

2021 Annual Report

Maitland East Public School



2451

Introduction

The Annual Report for 2021 is provided to the community of Maitland East 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

Enthusiastic and collegial staff who develop quality relationships with students and the wider school community. Teachers who embed high expectations for themselves, their students and the community, creating an environment where students feel safe, known, valued and cared for.

School context

East Maitland Public School since 1858 has provided education in East Maitland and is held in high regard by the local community. East Maitland Public School sits proudly on Wonnarua land and we acknowledge the traditional custodians and pay our respects to Elders both past, present and emerging.

East Maitland Public School has an enrolment of approximately 510 students across 24 classes. Three of these classes make up our multi-categorical support classes, catering for 21 students with a range of special education needs.

East Maitland Public School staff is made up of experienced and early career teachers. A major focus for teachers is collaboration, high-expectations and engagement. The ultimate goal for students and teachers at East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio-economic backgrounds, with Aboriginal students accounting for 11% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. We have a large number of students in our mainstream classes with a range of individual needs, who are supported by our Learning and Support Team. We are committed to building more inclusive education systems where all students learn to their fullest capability.

Through our situational analysis we have identified three specific areas of focus for this strategic improvement plan: Student Growth and Attainment, Wellbeing, Capacity Building.

Internal and external data indicated that targeting expected growth in both Reading and Numeracy would be an area of focus. NAPLAN analysis indicated that we require an uplift of 29.19% in Reading and 50.6% in Numeracy from our 2019 results to achieve our 'at or above' expected growth target for 2022. As the required uplift for 'at or above' expected growth is substantial, we considered our SEF-SaS, NAPLAN Gap Analysis, the 'What Works Best in Practice' document and professional learning undertaken by the staff when addressing our school's needs and identified that the following areas will be targeted with the aim of achieving expected growth.

Through analysis of staff evaluation surveys against the SEF-SaS, staff indicated that for East Maitland Public School to be sustaining and growing a planned whole school approach for wellbeing needs to be adopted. Some strategies have been explored by individual classroom teachers, however, a whole school approach needs to be adopted.

Attendance is a priority, to increase daily attendance with the initial focus on partial attendance.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	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

At East Maitland Public School we implement consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

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.

- Whole school monitoring of student learning
- Explicit teaching in Literacy and Numeracy
- Data use in teaching

Resources allocated to this strategic direction

Per capita: \$60,000.00

Low level adjustment for disability: \$255,651.26

Integration funding support: \$304,762.00

Aboriginal background: \$34,022.87

QTSS release: \$15,390.92

Literacy and numeracy intervention: \$94,179.12

Literacy and numeracy: \$14,165.48

Socio-economic background: \$112,000.00

English language proficiency: \$18,825.47

6101 Carried Forward Funds: \$60,000.00

Summary of progress

Throughout 2021 we made significant progress in relation to student growth and attainment across the school. Our data talks continued and were further refined to determine specific areas for staff and student development in literacy and numeracy, leading to increased student achievement. Through this process there was an additional focus on reading comprehension skills across the school, with staff undertaking professional learning regarding best practice pedagogy and also data use to inform practice. This led to the development of specific teaching and learning plans to support improved reading comprehension skills for all students, including students requiring intervention and extension, including the ongoing implementation of our aspirational target groups for both literacy and numeracy, where identified students received small group extension tutoring to lift academic outcomes and increase percentages of students in the top 2 bands in NAPLAN..

Significant resources were required to ensure a highly targeted, data-driven approach to teaching and learning which included teacher release for data talks in stage groups, specific professional learning for staff (teaching and non-teaching) and recruitment of additional staff (teaching and non-teaching) to undertake intervention and extension roles for identified students.

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
Achievement of 2021 system negotiated targets <ul style="list-style-type: none">• Top two bands NAPLAN reading increase (uplift) of 3% (taking us up to 33.1%)• Top two bands NAPLAN numeracy increase (uplift) of 2% (taking us to 23.2%)	Our school exceeded the system negotiated targets for both reading and numeracy: <ul style="list-style-type: none">• Reading - we exceeded our target of 33.1% of students achieving top 2 bands by 24.14%, with 57.24% of students achieving top 2 bands in reading.• Numeracy - we exceeded our target of 23.2% of students achieving top 2 bands by 7.2%, with 30.4% of students achieving top 2 bands in numeracy.
<ul style="list-style-type: none">• To improve School self-assessment	Throughout 2021 our school improved in the School Excellence Framework

of the School Excellence Framework (SEF) elements 'Assessment', 'Data use in teaching' and Effective classroom practice'

(SEF) areas of:

- Data use in teaching - moved from "delivering" to "sustaining and growing" against the SEF
- Effective classroom practice - moved from "delivering" to "sustaining and growing" against the SEF

While the school made some progress toward moving from "delivering" to "sustaining and growing" in the SEF area of assessment, we are currently maintaining "delivering".

Strategic Direction 2: Wellbeing

Purpose

At East Maitland Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Attendance
- Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Per capita: \$25,210.15

Socio-economic background: \$67,200.00

School support allocation (principal support): \$12,001.75

6101 Carried Forward Funds: \$70,000.00

Professional learning: \$17,961.80

Aboriginal background: \$20,000.00

Summary of progress

There were significant changes to how we recorded and managed student attendance through the year. Sentral was introduced as a new system for roll marking and attendance monitoring. We also initiated a SMS system for parent communication regarding student absences and funds were also utilised to employ an additional SAO 1 day each week to support attendance monitoring procedures. While attendance procedures improved throughout the school, we did not see a significant rise in attendance. Through the year, however, factors including COVID are taken into consideration when reflecting on progress.

With respect to wellbeing, staff were provided with professional learning through Berry Street Education Model, Be You and also through Lifeskills Go. The Lifeskills Go platform also provided staff with explicit wellbeing lessons that were delivered across the school. Through Semester 2, funds were utilised to release one of our executive staff from class to undertake a Wellbeing AP role to support staff and students across the school which was very successful. Our school executive and Learning Support Team also undertook a review of our current Learning and Support processes to further refine and develop our systems of practice.

Our community engagement was significantly impacted by COVID throughout the year. We were able to have an additional focus on our kindergarten transition focus through our ES1 Assistant Principal and Learning and Support Team which ensured a smooth transition to school for our students., with some identified students requiring some additional visit to further support the transition.

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
<ul style="list-style-type: none">• To improve student Wellbeing - source TTFM surveys from the baseline of 81.19%, uplifting by 3%.• To increase student Attendance from the baseline of 70.25%, uplifting by 3%.	<ul style="list-style-type: none">• While there was an uplift of 1.43%, we did not reach the targeted uplift of 3%• School did not meet the intended target of a 3% uplift in this area, with our attendance sitting at 68.14%
<ul style="list-style-type: none">• To improve School self-assessment of the School Excellence Framework (SEF) elements 'Community engagement', 'Attendance' and 'A planned approach to wellbeing'.	The school continues to be at "Delivering" for each of these aspects of the School Excellence Framework. While the school put measure in place in each aspect to move toward "sustaining and growing", further actions are required for further shift.

Strategic Direction 3: Capacity building

Purpose

At East Maitland Public School professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Professional Standards are a reference point for whole school reflection and improvement.

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 focus
- Professional learning
- Performance management and development

Resources allocated to this strategic direction

Socio-economic background: \$32,043.92

6101 Carried Forward Funds: \$182,000.00

Per capita: \$45,000.00

Professional learning: \$25,000.00

School support allocation (principal support): \$15,000.00

QTSS release: \$90,000.00

Low level adjustment for disability: \$5,500.00

Summary of progress

Our focus on numeracy continued throughout the year, with funds utilised to release teachers and support staff to identify targeted areas of need through our data talks and impact canvases. Additional funds were also utilised to employ additional support staff (teaching and non-teaching) to further support the learning needs of students across the school, including both intervention and extension. Internal and external data sources reflect a significant increase in student achievement through the targeted focus on key areas of numeracy and also the implementation of small group tuition.

Additional funds and staffing allocation were utilised to release executive staff to undertake Instructional Leadership roles throughout the school. Additional release allowed for identified executive staff (K-2 and 3-6) to work with classroom teachers to improve teacher practice in the areas of literacy and numeracy.

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
Achievement of 2023 system-negotiated targets: * Increased (uplift) percentage of students achieving expected growth NAPLAN reading to be above the school's lower bound system-negotiated target of 60.3%. * Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy to be above the school's lower bound system-negotiated target of 60.8%.	<ul style="list-style-type: none">• We saw an uplift of 25.46% for students achieving expected growth in reading, with 74.07% of students achieving expected growth.• We did not see an uplift to meet our lower bound system-negotiated target on 60.8% students achieving expected growth in numeracy, however we did see an uplift of 17.97%
<ul style="list-style-type: none">• To improve School self-assessment	<ul style="list-style-type: none">• There were significant gains made in the elements "Professional

of the School Excellence Framework (SEF) elements 'Professional learning' and 'Performance management and development'

"Learning" and "Performance Management and Development" throughout the year, although the school remains at Sustaining and Growing in each element against the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$304,762.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Maitland East 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>Funding was utilised to support the ongoing individual learning needs of students requiring additional support. Teaching and non-teaching staff were employed to further meeting the academic and social and emotional needs for identified students. IEPs and BMPs were created to support the individualised learning needs for each student and these were closely tracked and monitored throughout the year. As a result of this additional support, identified students displayed positive growth in their learning against their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to utilise funding to support individualised learning needs for students requiring additional support. Funds will be utilised to employ additional teaching and non-teaching staff to support student learning.</p>
<p>Socio-economic background</p> <p>\$211,243.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maitland East 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"> • Wellbeing • Explicit teaching in Literacy and Numeracy • Literacy and numeracy focus • Performance management and development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement wellbeing initiatives to support identified students with additional needs • Resourcing to increase equitability of resources and services • Employment of additional staff to support literacy and numeracy program implementation. <p>The allocation of this funding has resulted in:</p> <p>Further support to enhance student learning and engagement. Areas in which these funds were allocated include ongoing professional learning for staff in literacy and numeracy, employment of Student Learning Support Officers in classrooms, employment of executive staff into curriculum and wellbeing roles to support students, and also the implementation of technology into classrooms. Funding was also utilised for additional PL for staff in the areas of wellbeing, literacy, numeracy and technology and the implementation of stage based data talks to further improve literacy and numeracy outcomes. Internal and external literacy and numeracy data indicated positive growth in both areas across the school and there was also a reduction in behaviour referrals across the school.</p>

<p>Socio-economic background</p> <p>\$211,243.92</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Additional staffing to support implementation of identified literacy, numeracy and wellbeing programs, including data talks.</p> <p>Additional release for executive staff to support the implementation of literacy, numeracy, wellbeing and leadership programs.</p> <p>Student resources to support implementation of literacy, numeracy and wellbeing initiatives.</p> <p>Additional technology to support implementation of STEM and future focused learning.</p>
<p>Aboriginal background</p> <p>\$54,022.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maitland East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching in Literacy and Numeracy • Whole school monitoring of student learning • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Employment of specialist additional staff (SLSO) to support Aboriginal students • Community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in:</p> <p>The school working closely with Aboriginal families and the local Aboriginal community, resulting in a significant strengthening of these relationships. There has been a genuine and sustained focus upon Aboriginal students being given every opportunity to have their sense of self and identity enhanced. This increased focus on students' cultural identity has enriched the overall school experience and success for these students both inside and outside the classroom. The school also focused on increasing the literacy and numeracy outcomes for Indigenous students through intensive literacy and numeracy programs implemented by a classroom teacher and an SLSO. Identified students also had the opportunity to participate in a range of wellbeing and cultural programs delivered by both external providers through Speaking In Colour and our wellbeing Assistant Principal throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued employment of additional staff with a strong focus on building cultural competency throughout the school.</p> <p>Employment of targeted teaching and non-teaching staff to ensure strong, individualised learning and support structures are in place for identified students in literacy, numeracy and wellbeing.</p> <p>Additional PL opportunities for teaching and non-teaching staff.</p>
<p>English language proficiency</p> <p>\$18,825.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Maitland East 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"> • Explicit teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$18,825.47</p>	<p>include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Ppditional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: The additional teaching and non-teaching staff providing support for individualised learning needs for identified students. Staff worked to support students in class and through both individual and small group learning situations, which was successful across the school. Identified students demonstrated positive growth against their individualised learning goals throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional teaching and non-teaching staff to support the learning needs of identified students.</p>
<p>Low level adjustment for disability</p> <p>\$261,151.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Maitland East 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"> • Whole school monitoring of student learning • Explicit teaching in Literacy and Numeracy • Performance management and development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in: Teaching and non-teaching staff supporting the learning and wellbeing needs of students across the school. Executive staff were released to support students learning and wellbeing through a model of Instructional Leadership. Staff worked in classrooms to support ongoing improvement in practice through coaching and mentoring processes to improve student outcomes. Funds were also utilised to support student learning through the implementation of individual and small group tutoring in the form of intervention and also our aspiration groups. Groups supported the individualised learning needs of students through additional literacy and numeracy support for targeted students. Internal and external data sources showed significant increase in both literacy and numeracy outcomes for students. There was also a significant decrease in behaviour referrals throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise the funding to employ teaching and non-teaching staff to support the learning and wellbeing needs of students.</p>
<p>Literacy and numeracy</p> <p>\$14,165.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Maitland East 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>

<p>Literacy and numeracy</p> <p>\$14,165.48</p>	<ul style="list-style-type: none"> • Explicit teaching in Literacy and Numeracy <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 literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Staff professional learning and resources to support implementation of agreed literacy and numeracy practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff professional learning and resources to support implementation of agreed literacy and numeracy practices.</p>
<p>QTSS release</p> <p>\$105,390.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Maitland East 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"> • Whole school monitoring of student learning • Performance management and development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs • Implementation of instructional leadership to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Strengthening of literacy and numeracy practice K-6 through instructional leadership practices. Capacity of staff to effectively analyse data to inform teaching and learning programs resulted in positive shift in student learning outcomes against internal and external data sources (PLAN2, check in assessment, essential assessment). Executive staff utilised release to work collaboratively with teachers in the classroom to ensure effective implementation of agreed pedagogy in literacy and numeracy, which has led to improved student outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue additional release for executive staff to further strengthen Instructional Leadership processes across K-6. Specific coaching and mentoring processes support Instructional Leadership practices to improve student outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Maitland East 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"> • Explicit teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The allocation of this funding has resulted in: Learning and Support Teacher (LaST) worked with K-2 students identified as requiring additional support in targeted areas of literacy and numeracy. LaST supported student learning through through working in class with identified students and also through small group withdrawal programs throughout the year. LaST also worked with teachers both in class and through targeted professional learning sessions to build teacher capacity to effectively cater for the literacy and numeracy needs of their students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement the additional LaST role to support the learning needs of students in the areas of literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$239,932.86</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: The effective utilisation of the COVID Intensive Learning Support Program (COVID ILSP) funding to academically support students from stage one to stage three. Students were selected using a triangulation of data, this included liaising with executive and teaching staff, Learning and Support Teachers, School Learning Support Officers SLSOs, analysis of NAPLAN and Check-in data, PLAN 2 data and school report grading. CILSP funded teachers formulated personalised learning goals and programs for individual students and small groups. The learning intentions of the groups were outlined in 'Learning Canvases'. The groups aimed to support and refine students understanding of concepts by modifying content (what is taught), process (how it is taught) and the learning environment. The support has been a collaborative approach with colleagues discussing 'what works best', to ensure the most effective programs have been implemented for students. Student achievement has been monitored through PLAN 2 data, Check-on data, NAPLAN data and student school report grades.</p> <p>Students who participated in the COVID ILSP small from tutoring program demonstrated significant improvement based on internal and external literacy and numeracy assessments and measures. Targeted students also demonstrated improvements in learning through effective implementation of new knowledge gained from tutoring, back in their classroom through literacy and numeracy activities and assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide small group tutoring for identified students in literacy and numeracy. Investigate further assessment areas to inform learning areas based on data triangulation and utilise the stage based data talks to inform directions for the COVID ILSP groups.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	313	305	287	268
Girls	242	230	224	233

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	94.8	94.7	94.1
1	93.2	93	93.8	89.5
2	93	93	93	91.3
3	94	92.4	94.4	91.2
4	92.6	92.7	95.3	90.7
5	92.5	92.1	94.5	91.4
6	91.7	90.6	93.1	90.1
All Years	92.8	92.7	94.1	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.83
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*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	650,430
Revenue	6,009,648
Appropriation	5,930,291
Sale of Goods and Services	-383
Grants and contributions	79,214
Investment income	426
Other revenue	100
Expenses	-6,514,208
Employee related	-5,706,621
Operating expenses	-807,587
Surplus / deficit for the year	-504,560
Closing Balance	145,870

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	304,172
Equity Total	545,244
Equity - Aboriginal	54,023
Equity - Socio-economic	211,244
Equity - Language	18,825
Equity - Disability	261,151
Base Total	4,111,144
Base - Per Capita	130,210
Base - Location	0
Base - Other	3,980,934
Other Total	572,862
Grand Total	5,533,421

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

As part of the annual review phase and to seek authentic feedback from all stakeholders in the East Maitland Public school community, a number of surveys were completed. Through the the Tell them from me (TTFM) survey for teachers, parents and students (Year 4- 6) the data collated identified several areas of satisfaction across the school community.

Majority of families communicated through surveys that:

- They could easily communicate with teachers
- Teachers show and interest in their child's learning and he or she is encouraged to do their best work
- Their child feels safe at school

An area for future focus would include:

- School staff create opportunities for students who are learning at a slower pace.

Positive trends communicated through the student surveys include:

- They have friends at school they can trust and who encourage them to make positive choices
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback

An area for future focus would include:

- Students are interested and motivated - school scored well under NSW Govt School norm in this area

Positive trends coming from the teacher survey include:

- School leaders have helped me improve my teaching
- Collaboration to increase student engagement and learning
- Effective monitoring of student progress

An area for future focus would include:

- Utilising technology effectively to support student learning

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.