

2021 Annual Report

Edgeworth Public School



3564

Introduction

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

Edgeworth Public School embraces an inclusive culture of success where everyone is connected and empowered to reach their potential.

School context

Edgeworth is a large primary school located in Lake Macquarie, in the Hunter Region that caters for children Preschool to Year 6. It has an enrolment of over 700 students including 18% Aboriginal and Torres Strait Islander (ATSI) and 7% English as an additional Language or Dialect (EAL/D).

A staff of over 60 has strong relationships with the wider community, working collaboratively to enhance high expectation relationships and promote school excellence. Strong connections to our Aboriginal Education Consultative Group (AECG) strengthen our commitment to improve the educational and wellbeing outcomes of our ATSI students so that they can excel and achieve in every aspect of their education. Positive links with the Innovation, Inspiration, Learning Alliance (IILA), a collaboration of local public schools and strong relationships with educational, external agencies and a highly supportive and enthusiastic community and P&C are embedded in the culture of the school.

The school reflects community needs by providing a diverse choice of sporting, cultural, academic, leadership and artistic activities. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process is essential to our success.

The school has completed a situational analysis, including consultation that has identified three areas to focus on for this Strategic Improvement Plan, which will continue to build on the previous school planning cycle to ensure that the school embraces a culture of success.

Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence-based research, focusing on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work with individual students will be responsive and closely monitored. Individual and targeted support through differentiated programs and intervention will be provided where growth is not evident. The High Potential and Gifted Education Policy will also inform intervention needs, ensuring high performing students continue to be identified and supported to achieve their potential.

Staff value the opportunity to develop their professional practice through professional learning and collaboration, so capacities are continually built. The principles of evaluative thinking, monitoring the impact of programs and approaches used by all teachers to ensure quality teaching practices are embedded.

A collective, strategic, and planned approach to wellbeing, engagement and partnerships of the whole school community will continue to be built upon. Wellbeing will be supported by practices that foster students' sense of belonging, promote engagement in learning, school activities and higher levels of attendance. Professional learning communities will focus on improving the quality of teaching and learning and transitions for students.

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

Strategic Direction 1: Student growth and attainment

Purpose

To continuously improve student learning outcomes we will ensure that every student is known, valued and cared for, within a strengthening culture of high expectations, that puts faces to our data and improves student achievement.

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.

- Data Driven Practices
- High Expectations

Resources allocated to this strategic direction

Professional learning: \$27,312.88

Socio-economic background: \$289,275.73

Literacy and numeracy: \$10,941.00

Per capita: \$81,500.00

Aboriginal background: \$17,717.44

Low level adjustment for disability: \$22,984.10

School support allocation (principal support): \$8,004.41

Summary of progress

In 2021, staff reviewed and triangulated data sets and identified an area of focus in reading and numeracy reflecting on PLAN2, NAPLAN and Check In assessments. This led to engagement in LEED and Guided initiatives and research into the Science of Reading and What Works Best. Reading comprehension was identified as an area of focus which created a pedagogical shift to strengthen assessment practices at a whole-school level. In numeracy, knowledgeable others mentored staff in formative and summative assessment practices. Assessment practices were reviewed to identify validity and reliability. What Works Best High Expectations Professional Learning was undertaken by staff in the school.

Professional learning was provided to staff for collaboration on assessment practices.

High expectations are evident across the school and students are supported to collaboratively set SMART goals, seek feedback through conferencing, and refine and reflect regularly on these goals. Teachers are utilising data within stages to ensure that students are taught at point of need. In numeracy, formative and summative assessment practices were strengthened in 3-6 to ensure teaching and learning programs were targetted at student point-of-need. Staff have strengthened their capacity to engage in stage-based data conversations.

In 2022, we will embed a systematic approach to the collection, analysis and use of data to inform teaching and ensure student academic achievement can be monitored at school-wide level. There will be a focus on consistent teacher judgement in the analysis of data across the whole-school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of the students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading towards 8%	Progress is yet to be seen in the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading. Current data shows 25.16% of students in Year 3 and Year 5 in the top 2 bands in NAPLAN Reading.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading above baseline towards 6.9%	Progress is yet to be seen in the proportion of Year 5 students achieving expected growth in NAPLAN reading. 40.63% of students are currently achieving expected growth in NAPLAN reading.
Increase the proportion of the students	The proportion of Year 3 and 5 students achieving in the top two bands in

in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy towards 7.3%	NAPLAN numeracy is 18.71% and is progressing toward the lower-bound system negotiated target when compared to 13.16% in 2019.
1. Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy above baseline towards 10.6%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased to 62.71%, an increase from a baseline of 42.66% by 20.05%.
School self-assessment of the School Excellence Framework (SEF) in the element of Data Skills and Use indicates improvement at or above Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at <delivering/ sustaining and growing/ excelling> in the element of data skills and use.
Increase the proportion of the students in Year 3 and Year 5 achieving in the top 3 bands in NAPLAN Reading towards 6%	Progress is yet to be seen in the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN reading. In 2021 26.67% of Aboriginal students in Year 3 and 5 achieved the top three bands in reading.
Increase the proportion of the students in Year 3 and Year 5 achieving in the top 3 bands in NAPLAN Numeracy towards 14%	The proportion of Year 3 and 5 students achieving in the top three bands in NAPLAN numeracy has increased from 25.81% in 2019 to 27.59% in 2021..

Strategic Direction 2: Empowering Educators

Purpose

To enhance teaching practice that is committed to identifying, implementing and evaluating the most effective evidence-based strategies. Staff embrace professional standards, effective collaboration and explicit, quality teaching processes across learning environments where everyone can reach their potential.

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.

- Embedded Quality Teaching Practice
- Collaboration

Resources allocated to this strategic direction

School support allocation (principal support): \$5,717.44

Socio-economic background: \$70,541.32

Professional learning: \$11,906.68

Per capita: \$22,566.02

QTSS release: \$8,343.00

Literacy and numeracy: \$3,000.00

Summary of progress

Embedded Quality Teaching Practice In 2021 all staff completed PDPs which identified professional learning goals which were closely aligned to the SIP and Australian Professional Teaching Standards. Professional learning was targeted to support staff to achieve these goals. A focus in Stage 3 was to explicitly teach the main aspects of reading as identified in the K-2, 3-8 Reading Guides through the implementation of Daily 5 and CAFÉ. Feedback from Professional Learning indicated that the resources provided supported staff to implement the strategies. Professional learning built the capacity of staff to plan and implement these evidence based strategies, evidenced through class teaching and learning programs and classroom observations. In 2022, we will continue to provide support to embed these practices and use our distributive leadership model to extend this professional learning with K-2 staff.

Collaboration Our focus for 2021 was utilising collaboration days and QTSS allocation effectively to enable teachers to work collaboratively (an area of need identified through TTFM, LEED survey and PMES survey). Collaboration days were used to support staff to work collaboratively to analyse data, plan, implement and document evidence based teaching strategies. Professional dialogue on implementation of evidence based strategies and the use of data to inform teaching practice was evident throughout collaboration days. Teachers valued collaboration in supporting them to maximise impact on student learning outcomes as evidenced by TTFM data (achieving at 8.1 which is above state norms of 7.8) QTSS allocation of resources was also utilised for APs to build the capacity of their teams through shoulder to shoulder support and professional discussions. This practice was impacted heavily by changes in responding to student needs and was unable to be carried out to the desired extent. A focus for 2022 will be in the new model of collaboration, supported by the introduction of 2 AP C&I positions and changing roles and responsibilities. The development of a whole school process in supporting teachers to collaboratively plan, develop and refine teaching and learning goals will be crucial.

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
School self-assessment of the School Excellence Framework (SEF) themes of Explicit Teaching and Lesson Planning indicates improvement at or above Sustaining and Growing.	EPS is maintaining at Sustaining and Growing in the themes of Explicit teaching and Lesson Planning.
School self-assessment of the School Excellence Framework (SEF) themes of	EPS is maintaining at Sustaining and Growing in the themes of Improvement of Practice and Literacy and Numeracy Focus.

Improvement of Practice and Literacy and Numeracy Focus indicates improvement at or above Sustaining and Growing.	
School self-assessment of the School Excellence Framework (SEF) element of Learning and Development indicates improvement at or above Sustaining and Growing.	EPS is maintaining at Sustaining and Growing in the element of Learning and Development.
TTFM 'Focus on Learning' Teacher Survey Report (Collaboration) indicates improvement from 7.6 towards State norm.	2021 TTFM teacher survey indicates that EPS has moved from 7.6 to 8.1 which is above state norm (7.8) in Collaboration.

Strategic Direction 3: Enriched Connections

Purpose

A whole school approach to wellbeing ensures all students can connect, succeed and thrive through positive attendance and strong relationships. Effective partnerships underpin ongoing school improvement where all stakeholders feel valued.

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.

- Enhanced Wellbeing
- Effective Partnerships

Resources allocated to this strategic direction

Per capita: \$48,000.00

Low level adjustment for disability: \$55,498.50

Socio-economic background: \$13,593.12

Aboriginal background: \$5,000.00

: \$20,000.00

Summary of progress

In 2021 staff were provided with refresher training in attendance procedures. HSLO supported with caseload for at risk students. Students achieving above 95% attendance were acknowledged. At risk students supported through LAST, regular communication with CT, LAST and home. Wellbeing procedures reviewed and PBL remained the wellbeing platform while other avenues were explored. TTFM implemented twice for students - initial reports indicate increase in positive relationships, advocacy and decrease in sense of belonging. Focus for 2022 - Berry Street Program will be implemented schoolwide as the wellbeing platform and specific strategies for at risk students will be implemented.

Senior school executive consulted with Kumaridha AECG representative around the school plan and strategic directions. EPS represented at AECG meetings ensuring accurate information between school and AECG. Grant provided to preschool for language and culture program endorsed by AECG, resulting in preschool students being introduced to more than 50 Aboriginal words and 70% being able to articulate the words and use them within preschool setting. IILA focus was on presenting collaboratively developed professional learning on vocabulary to all schools. During Term 3,

staff capacity was strengthened to provide effective remote learning through professional learning and utilisation of knowledgeable others. This strengthened home school connections through provision of online learning and hard copies of workbooks and provision of devices for families. A focus for 2022 will continue to have strong connections with IILA and AECG, further bolstering of preschool Aboriginal languages and cultural project.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending 90% of the time above baseline towards 6%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 5.44% from baseline target. School data (66.2%) is above state (65.8%).
Increase the percentage of students reporting positive wellbeing (Expectations of Success, Advocacy, Sense of Belonging) above baseline towards 4.6%.	<ul style="list-style-type: none">• 80.87% of students reporting positive wellbeing outcomes has decreased by 4.43% across the positive wellbeing measures against baseline measures. Sense of Belonging and Expectations for Success have improved since 2020.•
School self-assessment of the School Excellence Framework (SEF) theme of	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing .

Community Engagement indicates improvement at or above Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: A teacher trained in EAL/D has been able to provide professional learning, guidance and resources to class teachers on how to support students from refugee backgrounds when settling into a new community and school. This has enabled targeted support for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue with this model when refugee students are enrolled at our school.</p>
<p>Integration funding support</p> <p>\$259,523.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Edgeworth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in: IFS has been utilised to enable funded students to access the curriculum effectively and to engage in school activities, supporting true inclusivity of diverse learners. This has been supported by differentiated pre and post assessment practices in numeracy, allowing all students to celebrate success. Targeted intervention has also supported IFS students, with upskilling of SLSO occurring through regular meetings and guest presenters to ensure professional learning which is relevant to the needs of students. IFS funds were allocated for in class support, with the employment of additional SLSO personnel to meet the needs of students. Regular meetings were held with relevant stakeholders including parent/carers and external support agencies to provide wrap around team support. Time was provided for teachers to access relevant professional learning and to develop, implement, review and evaluate individual learning plans. Professional learning included positive partnerships, Disability standards for education, and catering for the needs of diverse learners. Professional learning from external providers was limited in 2021 so expertise from within EPS was also utilised, with staff sharing expertise collaboratively. Allocation of IFS funding has resulted in strengthened teacher and SLSO capacity to understand and meet the needs of diverse learners. Differentiated assessment tasks have allowed students to show personal growth in numeracy. Attendance rates of funded students continue to be positive, with the exception of students with highly complex medical needs.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Integration funding support</p> <p>\$259,523.00</p>	<p>funding will be:</p> <p>Funding for IFS students in 2022 will continue to be allocated to providing additional staffing support (SLSOs and interventionists) with a focus on professional learning for all staff to continue to foster a whole school culture of inclusivity and respect. The LST practices will be strengthened to monitor funded students more closely with relevant resources, professional learning and time allocated at the point of need.</p>
<p>Socio-economic background</p> <p>\$373,410.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Edgeworth 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"> • Data Driven Practices • Collaboration • Enhanced Wellbeing • High Expectations • Embedded Quality Teaching Practice • Effective Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Establishment of a school Intervention Team, targeted to identify students requiring additional support at point of need in reading and numeracy , including; remediation, bump up and extension. • Teachers collaborate to; <ul style="list-style-type: none"> * reflect on teaching practices and programs * have the opportunity for consistent teacher judgement * discuss student data - What is it showing? What does it mean? How to progress students through their learning? * plan for future learning * Stage based initiatives * engage in professional learning • Current wellbeing programs and strategies reviewed <p>The allocation of this funding has resulted in:</p> <p>Low Level Disability Funding was used to support the intervention program throughout 2021. Intervention was provided by a combination of specialist teachers and School Learning Support Officers (SLSOs), with professional learning built into the program to support both teachers and SLSOs. Assessment and data to identify students has included; modified DoE Mathematics Assessments, Magic 100, 200 and 300 sight words, writing samples, reading levels and phonics, phonological awareness, fluency and comprehension one-to-one assessments.</p> <p>The team worked collaboratively for programming, assessment, review of data and the formation of groups to target a range of students working towards, working at and working beyond. Intervention ran in cycles of 10-week programs.</p> <p>The team met each fortnight to review progress and planning and discuss resources and activities. Additional RFF was factored in weekly for each intervention teacher to provide extra time to plan and implement best-practice support and review data and progress with their supervisor. The funds were also utilised to provide teams the opportunity to work collaboratively for a day each term with a focus on reflecting on professional learning, student achievement data and future planning, programming, and learning experiences. Stages analysed student data and created areas of focus for literacy that were stage based but individualised for specific class needs. All CTs were involved in planning and implementing. Data was analysed through Plan 2, check in assessments and internal school data. This allowed teachers to have a narrower focus on explicit teaching aligned to the progressions and current needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to provide opportunities for students to be</p>

<p>Socio-economic background</p> <p>\$373,410.17</p>	<p>supported through intervention with a focus on remediation, bump up and extension.</p> <p>As staff have indicate that they highly value the opportunity to collaborate through professional learning, planning, programming and analysing student data and achievement, this will continue to be made a priority through the use of this funding.</p>
<p>Aboriginal background</p> <p>\$154,065.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edgeworth 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"> • Data Driven Practices • Enhanced Wellbeing • Effective Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of School learning support officer to work with Aboriginal and Torres Strait Islander students with to provide assistance with: • Employment of classroom teacher 0.4 to work on targeted intervention for Aboriginal and Torres Strait Islander students. • Engagement of 'Our Kinnection' to deliver a mentoring program for female Aboriginal students aimed to empower and create a positive change . • Engagement of Aboriginal Community members to deliver cultural activities to Aboriginal boys <p>The allocation of this funding has resulted in:</p> <p>Through consultation with the AECG President, the main purpose of the use of Aboriginal background funding is the employment of an Aboriginal SLSO to support learning needs, embedding cultural awareness and activities and building and maintaining community connections. Academic programs and invention in particular is lead by an above establishment teacher, working with students and collaborating with the SLSOs.</p> <p>The aim of intervention this year was to support students in reading and writing. Videoed sessions in reading and photographed writing samples were used to group students according to need. Ignition activities used Aboriginal texts/themes to heighten engagement. These records are shared with students, families and feedback from classroom teachers has been that students have develop more confidence for independent writing tasks and reading.</p> <p>During learning at home, individualised and differentiated work was provide to Aboriginal and Torres Strait Islander students to ensure academic support was prioritised.</p> <p>Our Aboriginal Library is an ongoing project and will continue into 2022. Books are regularly purchased and a data base has been created for staff to what is available and resources have been created to support the use of the literature in the classroom.</p> <p>External providers were utilised for cultural programs aimed to empower and create a positive change .The girls programs supported; cultural connections, dance, mentoring and building confidence, while opportunities were provided for the boys in dance and yidaki.</p> <p>The school was also fortunate to receive a grant to teach language in the early years and our Preschool students have demonstrated confidence in the use language through games, music and daily routines. In 2022, the school will extend the program to Kindergarten students.</p> <p>Attendance continues to be a priority, ensuring incentives within the school are provided, connecting with and supporting families and collaboration with OOSH providers are embedded to improve and support attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$154,065.44</p>	<p>The school will continue to work in partnership with the AECG to ensure that priorities are being met and appropriate support is provided for Aboriginal and Torres Strait Islander students, with a focus on attendance, community connections, academic intervention at point of need, embedding language and providing opportunities to engage in cultural awareness and programs.</p>
<p>English language proficiency</p> <p>\$5,731.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Edgeworth Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Funding was utilised provide teachers with support of a colleague with EAL/D (English as another language or dialect) experience to assess and plot students' language proficiency on the continuum as beginning, emerging, developing, or consolidating, in speaking, listening, reading and writing. In collaboration with the class teachers', students were identified that required additional support to assist them in developing English language proficiency. Identified students accessed intervention within small withdrawal groups conducted by the EAL/D specialist to provide support in all aspects of English. Students demonstrated improvement in spoken and written language. The specialist teacher liaised with families and classroom teachers about progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: A reflection on 2021 processes has highlighted the need for more staff trained in being able to support students that are from backgrounds other than English language or dialect. Professional learning will be provided to school learning support officers to support in intervention groups to enable the development of high quality, sustainable programs.</p>
<p>Low level adjustment for disability</p> <p>\$286,494.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Edgeworth 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"> • Data Driven Practices • Enhanced Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Employment of Learning and Support Teachers (LaST) to provide direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. Students requiring support to access appropriate curriculum are identified through</p>

<p>Low level adjustment for disability</p> <p>\$286,494.27</p>	<p>performance data analysis, observational data, ongoing consultation with parents and carers and specialist reports. The needs of individual students, school priorities, and evidence-based programs to assist students with additional learning and support needs are embedded through a collaborative and consultative approach so that students themselves and their parents and carers are actively involved in decision-making.</p> <p>Funds were also used to employ School learning support officers to work with classroom teachers to provide assistance to students with additional learning and support needs and in school routine, classroom activities, and the care and management of students with additional learning and support needs. Allocations of SLSO classroom and playground support are discussed and determined through Learning Support Team processes. Supports include; literacy and numeracy intervention as well as behavioural and emotional regulation support in both the classroom and playground. Timetables are fluid, flexible and responsive to student need. Ongoing assessment and monitoring ensures all students are catered for and make expected progress. All students across the school have literacy and numeracy goals and students with a diagnosed disability have personalised learning and support plans. Goals are continually monitored, reviewed and adjusted as required.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Low Level Adjustment for Disability funding will be used to employ SLSOs and our Learning and Support Teachers. The school will continue to streamline Learning Support processes have resulted in provision of most appropriate support for students and improved outcomes.</p>
<p>Literacy and numeracy</p> <p>\$13,941.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Edgeworth 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"> • Data Driven Practices • High Expectations • Embedded Quality Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>School processes have been strengthened in the use of data to inform teaching in reading and numeracy through providing teachers with the opportunity to meet collaboratively to review data processes and analysis with a focus on; understanding texts - comprehension, creating texts - crafting Ideas and vocab, fluency, additive strategies and quantifying numbers.</p> <p>Teachers also engaged in the Professional Development Process including, collaborative discussions with colleagues and supervisor to reflect on their teaching practice, participation in Professional Learning and its impact of the achievement towards their goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Data processes and analysis needs to remain a focus for the school and consistency will need to occur to ensure improved student growth and attainment. The school will continue with professional learning requirements and support staff in strengthening practice through lesson observations and working shoulder to shoulder.</p>
<p>QTSS release</p> <p>\$120,461.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Edgeworth Public School.</p>

<p>QTSS release</p> <p>\$120,461.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedded Quality Teaching Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with 1 day off class each week to support stage administration, accountability, wellbeing, classroom programs, and strengthening teacher capacity. • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • 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> <p>QTSS funding was utilised to support Stage Assistant Principals with one day off a week to work with class teachers shoulder to shoulder, building capacity in identified areas. Teams engaged in collaborative discussions with colleagues and supervisor to reflect on their teaching practice, participation in Professional Learning and its impact of the achievement towards their goals.</p> <p>QTSS funding also supported 4 collaboration days for each stage team of teachers to meet, deepening professional knowledge and giving opportunity for time to collaborate on teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Both the collaboration days and QTSS days supporting APs to work shoulder to shoulder with their colleagues was greatly appreciated as evidenced by feedback, where both of these initiatives were identified as being highly valued under effective collaborative and evaluative practices at our school.</p> <p>Heading into 2002, we will continue to strengthen instructional leadership among or executive and aspiring middle leaders and prioritise appropriate support and professional learning to achieve staff PDP goals and achievement of School Improvement Plan targets.</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 Edgeworth 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in:</p> <p>Targeted intervention support in numeracy, reading, comprehension and writing was provided for identified students requiring additional support as well as students that were identified as being able to benefit from a 'bump it up' program. Children engaging in the programs made growth bridging the gap or equally the growth of their broader peer cohort.</p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The identification and participation of students supported and programs implemented is constantly reviewed by the intervention team and modifications made to the program. Appropriate resources will continue to be invested in and data collection strategies will be discussed and implemented. Considerations about how a shared analysis and celebration of data to inform intervention/teaching cycles will be identified and embedded.</p>
<p>COVID ILSP</p> <p>\$305,816.07</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> <p>The allocation of this funding has resulted in:</p> <p>5 teachers and 3 SLSO staff under the supervision of CILSP coordinator, delivered small group intervention across every stage, to 311 students.</p> <p>Literacy:</p> <p>Data analysis by CILSP team in collaboration with the school principal showed increase in student attainment across all focus areas. Intervention staff undertook direct instruction in phonics with groups and identified an average increase of 3.4 levels in the Sparkle Box assessment as a direct result of intervention. This result was consistent across all stages and year levels and reflected relative growth in every student that accessed intervention in Cycle 3.</p> <p>Numeracy:</p> <p>Data analysis by CILSP team in collaboration with the school principal showed increase in student attainment across all focus areas. Stage 3 students have responded particularly well to CILSP intervention, with 61% of Cycle 1 students achieving an increase of greater than 25% in pre- to post-assessment results in Additive Strategies (AdS) and 64% of students achieving an increase of greater than 20% in Multiplicative Strategies (MuS). Stage 2 intervention led to 72% of student advancing 1 or more progression markers in Quantifying Numbers (QuN).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with PL strategies to enhance CILSP teachers abilities to identify and support students with identified learning difficulties and engage in more frequent analysis of data by the team.</p> <p>Establish closer connection between CILSP team and LaST coordinator to ensure students who are identified or discussed during LaST meetings are identified by CILSP team and incorporated in to the program at point and time of need.</p> <p>Plan for modified pre-/post-assessment for Literacy with a particular focus on reading to enable assessment of identified students reading and comprehension ability without the need to access administer multiple 1:1 small assessment for each skill area.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	280	301	293	326
Girls	295	309	324	331

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	92.4	92.5	92.8
1	94	94.7	92	91.6
2	91.1	94.7	94.5	91.1
3	92.3	92.6	92	92.8
4	92.5	93	91.1	91.3
5	91.6	93.1	92.3	87.8
6	90.5	91.5	91.3	89
All Years	92.3	93.1	92.2	91
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)	4
Classroom Teacher(s)	27.48
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	5.46

*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	413,635
Revenue	7,441,853
Appropriation	7,373,686
Sale of Goods and Services	25,939
Grants and contributions	41,894
Investment income	235
Other revenue	100
Expenses	-7,389,512
Employee related	-6,762,551
Operating expenses	-626,961
Surplus / deficit for the year	52,342
Closing Balance	465,977

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	254,322
Equity Total	819,850
Equity - Aboriginal	154,214
Equity - Socio-economic	373,410
Equity - Language	5,731
Equity - Disability	286,494
Base Total	4,714,612
Base - Per Capita	154,566
Base - Location	0
Base - Other	4,560,046
Other Total	859,942
Grand Total	6,648,726

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.

The school's guided leadership team has worked collaboratively to analyse NAPLAN and check in assessments through Scout. 2022 measures of improvement in student achievement in the top two bands in reading and numeracy have been in the forefront of our item analysis.

The initial analysis of data highlighted similar historical trends between year 3 and year 5 data with students achieving below state average in both literacy and numeracy. In comparison with SSSG schools we are achieving below in reading, however in numeracy we are achieving above. Robust conversations around internal pedagogical approaches occurred, looking closely at reading scores in comparison to SSSG schools. This reflective and evaluative practice has occurred in a trusted environment with the data offering a clear starting point for us to meet our 2022 improvement measures.

One of our Premier's priorities is to increase the percentage of Aboriginal and Torres Strait Islander students in the top three bands in NAPLAN. At EPS we currently have a baseline of 39.1% that we want to increase to 49.3% in reading and a baseline of 37.8% in numeracy that we want to increase to 46.9%. Our 2021 data in NAPLAN shows that we are not on track to meet our targets; we have a slight downward trend in reading and a slight upward trend in numeracy. We now have time to reflect, reset and refine so that we can meet our targets in 2022.

Why are we not meeting our targets?

Attendance for some of our students continues to impact the achievement of their learning outcomes. In 2021 52% of our Aboriginal students are below 90% attendance. Moving forward we will continue to strengthen our attendance procedures to ensure we have engagement in learning.

Parent/caregiver, student, teacher satisfaction

In 2021 students, parents and teachers participated in the Tell Them From Me surveys. The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness.

Results indicate;

87% of students have friends at school they can trust and who encourage them to make good choices. The NSW Gov't norm is 85%.

84% of students try hard to succeed in their learning. The NSW Gov't norm is 88%.

87% of students indicated they do not get in trouble at school for disruptive or inappropriate behaviour. The NSW Gov't norm is 83%.

63% of students have a positive sense of belonging. The NSW Gov't norm is 81%.

The parent survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and school. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The measures were scored on a ten-point scale with 0 indicating a strong disagreement and 10 indicating strong agreement.

Results indicate;

Parents feel welcomed when visiting the school- 7.1 out of 10.

Teachers have high expectations for my child to succeed - 7.0 out of 10.

My child is encouraged to do his or her best work. - 7.6 out of 10.

My child feels safe at school - 7.2 out of 10.

70% of respondents agree that they would recommend my child's school to other parents

94% of respondents have educational aspiration that their child will complete Year 12.

79% of respondents agreed that the school was supportive during the learning from home period and 78% were positive about the resources provided were provided.

The teacher survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm is related to dimensions of classroom and school practices. The measures were scored on a ten point scale with 0 indicating a strong disagreement and 10 indicating strong agreement.

Results indicate;

Teachers in our school collaborate - 8.1 out of 10.

Teachers set high expectations for student learning - 8.9 out of 10.

Teachers ensure students receive feedback on their work that brings them closer to achieving their goals -8.5 out of 10.

Teachers use results from formal assessments tasks to inform lesson planning - 8.0 out of 10.

Teachers link new concepts to previously mastered skills and knowledge = 8.7 out of 10.

Teachers establish clear expectations for classroom behaviour - 9.4 out of 10

Teachers work with parents to help solve problems interfering with their child's progress - 8.2 out of 10

80% of teachers agree that school leaders clearly communicate their strategic vision and values for our school

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.