

2021 Annual Report

Edgeworth Heights Public School



4155

Introduction

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

School contact details

Edgeworth Heights Public School

Ridley St

Edgeworth, 2285

www.edgeworthh-p.schools.nsw.edu.au

edgeworthh-p.school@det.nsw.edu.au

4958 1180

School vision

Respect, Responsibility and Strive

Edgeworth Heights Public School has high expectations for all students to achieve their full potential in calm, safe and supportive learning environments. Our authentic collaboration promotes engagement and nurtures positive wellbeing for all students to support learning.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has an enrolment of 377 students. The school has 15 classes in operation. 17% of students enrolled identify as Aboriginal or Torres Strait Islander and approximately 4% of students identify as English as an Additional Language/Dialect (EAL/D). Our enrolments and socio-economic dynamics continue to change with the rapid development of the neighbouring Cameron Grove estate.

Edgeworth Heights Public School is an Early Action for Success (EaFS) school. The EaFS Instructional Leaders support learning outcomes in literacy and numeracy for K-2 through targeted professional learning and mentoring teachers. Support for 3-6 students is identified using and analysing data for targeted teaching.

All aspects of EHPS strategic improvement plan are based on our commitment towards engaging and challenging learning experiences for all students, high expectations and a planned approach to support whole school wellbeing processes.

The school continues to have a strong focus on research based and evidence informed practices which encompasses explicit teaching of literacy, numeracy and wellbeing. The development and implementation of consistent school practices will support improved student learning outcomes. Students are provided with opportunities to participate in extra-curricular activities supporting increased engagement and exposure to new experiences.

Staff range from early career to experienced teachers, who are dedicated and caring professionals. Targeted professional learning opportunities include identified teacher needs to ensure dynamic teaching and learning programs are evident in all classrooms.

EHPS embeds a culture of authentic relationships that promote equity in the school community through embracing valued and effective partnerships with Parent & Citizens (P&C), Student Representative Council (SRC), Sugarloaf Community of Schools (SCoS), Kumaridha Aboriginal Education Consultative Group (AECG), local preschools and OOSH providers.

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 | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| 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

Our Situational Analysis and the Premier's targets has identified the need to improve student learning outcomes in reading and numeracy by developing and sustaining whole school processes for collecting and analysing data. This is underpinned by evidence-informed strategies and evaluative practices.

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 and assessment
- Explicit teaching and feedback

Resources allocated to this strategic direction

QTSS release: \$74,110.00
Socio-economic background: \$74,502.24
Early Action for Success (EaFS): \$205,815.56
Literacy and numeracy intervention: \$22,623.60
Professional learning: \$9,622.33
Literacy and numeracy: \$25,183.90
Aboriginal background: \$78,148.76
Low level adjustment for disability: \$160,562.93
English language proficiency: \$2,400.00

Summary of progress

In 2021, Edgeworth Heights engaged in professional learning to support literacy and numeracy development as aligned to WWB 2020 update. High impact professional learning was delivered by Teaching Quality and Impact Directorate, Early Action for Success Instructional Leaders and Staff Collaboration, which supported peer and mentor support. This aligned with the Strategic Improvement Plan and supported staff in their implementation of daily teaching practices that allow opportunities for all students to build on and develop their Literacy and Numeracy.

Literacy specifically aligned to reading- Making Connections, Text structure and features, and Numeracy specifically aligned to whole number, addition and subtraction, multiplication and division.

The teachers engaged in professional learning as aligned to WWB Assessment, and Use of Data. Whole school professional learning was accessed and completed through MyPL - Maintaining a Focus on Literacy & Numeracy, Maintaining a Focus on Literacy PLAN, Improving Reading & Numeracy: Vocabulary, and DoE podcast Student Engagement with Eddie Woo.

Data and assessment were addressed through collaborative assessment of Stage 1-3 short assessments and the IFSR reviewing, updating and unpacking for classroom use.

This professional learning and evidenced based research were then implemented in the classroom through explicit teaching, resourcing, regular scheduling of assessment to monitor student progress, lesson observations and interventions to discuss individual student needs for reading and whole number.

Lesson structures were based on data use for regular grouping of students for reading levels and math ability for addressing student need and targets for improvement and future learning.

Assessment and tracking of students were recorded and tracked through PLAN 2, data walls, student goal setting.

Impact of this SD#1 has been all students are provided with opportunities to achieve their academic potential, resulting in an improvement in literacy results including student benchmark reading levels and an increase in student engagement in numeracy.

This has also provided classroom opportunities for students to progress and further develop their overall reading and numeracy skills in the context of the classroom.

Teachers are using explicit teaching, resourcing and researching of policies such as CESE what works best, best practices, implementing professional learning experiences, regular scheduling of assessment to monitor student

progress, lesson observations and professional interventions to discuss individual student needs for reading and numeracy. Developing understanding of where students are at with their reading and numeracy, and where they align with the curriculum as well as PLAN2 reading and numeracy progressions to inform effectiveness of teaching, establishing future learning goals for students and a where to next for future teaching and learning.

SCOUT data indicates some moderate growth in reading and numeracy a moderate decrease in achieving in the top two bands in NAPLAN reading and numeracy.

The future direction for, Edgeworth Heights Public School is to identify a whole school approach for growth in reading results, through a K-6 reading process to support guided reading. Teacher upskilling in use of short assessment data, PAT data, PLAN2 and IFSER to interpret data for teaching and learning as aligned to numeracy. This action will allow an opportunity for our teachers to develop and engage in professional learning in the classroom setting to enhance the reading and numeracy outcomes of all 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 |
|--|--|
| An increase towards the proportion of students achieving an uplift in the top two NAPLAN reading bands from baseline data. | 2021 NAPLAN data for top two bands in reading increased by 2.5% from 2019, progressing towards the target. |
| An increase towards the proportion of students achieving an uplift in expected growth for NAPLAN reading from baseline data. | 2021 NAPLAN data for reading growth increased by 4.8% from the baseline, achieving the 2021 progress measure. |
| An increase towards the proportion of students achieving an uplift in the top two NAPLAN numeracy bands from baseline data. | 2021 NAPLAN data for top two bands in numeracy did not see progress towards the improvement measure. |
| An increase towards the proportion of students in achieving an uplift in expected growth for NAPLAN numeracy from baseline data. | 2021 NAPLAN data for numeracy growth increased by 13.55% from 2019, progressing towards the target, but significant gains still need to be made. |

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

There is a strategic and planned approach to enhance whole school wellbeing processes that support the wellbeing and engagement of all students enabling them to 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.

- Wellbeing
- Productive learning environments

Resources allocated to this strategic direction

Socio-economic background: \$53,950.00

Low level adjustment for disability: \$2,850.00

Per capita: \$96,881.10

Professional learning: \$15,400.00

Summary of progress

In 2021, Edgeworth Heights Public School focused with an integrated approach to well-being. This approach was based on a plan to increase improved outcomes, by building staff capacity through evidenced based professional learning. This professional learning supported the unpacking of WWB 2020 Update and actioning the well-being practical strategies for teaching and learning in WWB.

The teachers engaged in professional learning as aligned to PBL, the Berry Street Model and Aboriginal Education. This integrated professional learning was designed to improve outcomes through increasing staff capacity to develop positive relationships and connectedness. This increase of staff capacity through evidenced based professional learning, collaboration and wellbeing data analysis resulted in the promotion of the social emotional wellbeing of students, to ensure optimum learning conditions across the whole school community.

The impact of this was, students are highly supported and there is a whole school ethos focusing on the individual needs of each child. This integrated model means that every staff member knows every student and knows them well. Parents are given opportunities to connect with the school in meeting student learning needs and the school has a range of strategies and communication systems to support the needs of students and parents.

2022 Edgeworth Heights Public School will focus on the promotion of positive mental health, wellbeing and resilience for students to consolidate with the continuation of PBL, Berry Street, and creating a culturally aware teaching staff through collaboration with local cultural leaders. 2022 will see the re- introduction of Peer Support K-6 to develop safe, supportive class and school learning environments. This will be achievable through strengthening the existing culture of more open discussions, an awareness of student's own emotional state as well as the factors that impact on their own sense of wellbeing.

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 students achieving an uplift in Tell then From Me (TTFM) towards lower target data in wellbeing (Advocacy, Belonging, Expectations) | The school demonstrated an increase in Tell Them From Me measures for • advocacy • expectations for success Progress is yet to be seen in the measure for sense of belonging. |
| Increase the proportion of students achieving towards an uplift in attending school greater than 90% from baseline data. | The school achieved a slight increase in the proportion of students attending school greater than 90%, progressing towards the lower bound target. |

Progressing from Delivering towards Sustaining and Growing as measured by the School Excellence Framework in themes classroom management and wellbeing.

School Excellence Framework

- Theme: Classroom Management: Sustaining and Growing
- Wellbeing: Sustaining and Growing

Strategic Direction 3: Walking, working and striving together.

Purpose

To improve communication and collaborative practices which ensure a whole school culture of high expectations and engagement

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.

- High Expectations
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$104,000.00
: \$46,597.00

Summary of progress

SD#3

Communication: The school focus for 2021 was on Community Collaboration and the use of evidenced based teaching practices to improve understanding of data informed teaching. [VWB: 2020 Update]. Focusing on effective professional learning, school stages were guided through the process of developing consistent understanding of informed practices across the school and used assessments that support and guide ongoing teaching and to identify the point of need with student learning and monitor growth. Professional conversation of teacher understanding of teaching strategies and successful teaching of the practice drawn from the classroom base was a focus in the Collaborative Learning Community. Executive supervision ensured the student learning was at the front line of all classroom practices targeted at student need.

Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, changed to improve their teaching. This was supported in the form of coaching and modelling that was differentiated for staff at their point of need. Student learning growth has been monitored, observed and followed through the collection and analysis of assessment/evaluation data and some cohorts have shown improvement. This has been shared and communicated with staff in Collaboration.

Next year this initiative Learning Community Collaboration will refine the process to include supportive observation and feedback to staff on the implementation of their teaching and learning. A stronger focus in Collaboration time will be scheduled for teaching and learning program planning to address gaps for teachers and students. This will support further reflective teaching practice across the school and improved student outcomes.

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 |
|---|---|
| Progressing from Delivering towards Sustaining and Growing as measured by the School Excellence Framework in themes Collaborative practices and feedback and High expectations. | School Excellence Framework <ul style="list-style-type: none">• Theme: Collaborative Practice-Sustaining and Growing• Theme: Feedback- Delivering• Theme: High expectations-Sustaining and Growing |
| Increase the % of teachers that identify that collaborative practice is supported by explicit systems as identified in Tell Them From Me baseline data of 78%. | There has been an increase of teachers that identify that collaborative practice is supported by explicit systems from Tell Them From Me baseline data of 78% to 81%. |
| Increase the % of parents that identify with being informed about their child's | Progress is yet to be seen in the measure for parents that identify with being informed about their child's academic and social progress. |

academic and social progress as measured against the Tell Them From Me baseline data of 57% .

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$56,224.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Edgeworth Heights 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 <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy, engagement and social-emotional regulation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support students with additional learning needs.</p> |
| <p>Socio-economic background</p> <p>\$237,505.24</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Edgeworth Heights 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"> • Productive learning environments • Collaboration • Wellbeing • Data and assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy, engagement and attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support students with additional learning needs.</p> |
| <p>Aboriginal background</p> <p>\$78,148.76</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edgeworth Heights 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 and feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> |

| | |
|--|--|
| <p>Aboriginal background</p> <p>\$78,148.76</p> | <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Improved outcomes for Aboriginal students in the areas of literacy, numeracy, engagement and attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support Aboriginal students.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Edgeworth Heights 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 and feedback <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy, engagement and attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support students with additional learning needs.</p> |
| <p>Low level adjustment for disability</p> <p>\$163,412.93</p> | <p>Low level adjustment for disability equity loading provides support for students at Edgeworth Heights 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"> • Explicit teaching and feedback • Wellbeing <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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy, engagement and social-emotional regulation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support students with additional learning needs.</p> |
| | |

| | |
|---|--|
| <p>Professional learning</p> <p>\$25,022.33</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Edgeworth Heights 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"> • Data and assessment • Productive learning environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaboration - Scheduled on Monday weekly 80 minute sessions by Stage. Led by EAFs. <p>The allocation of this funding has resulted in: The allocation of the professional learning funding has resulted in the establishment of a In school professional learning community. This community enabled teachers and supervisors to meet weekly for 80 minutes. This time was dedicated to professional learning led by the EAFs Instructional leader and collaboration of colleagues to support reflective practice to inform teaching and learning . PL that is delivered aligns to the SIP and student data analysis identified need. Funding is also used to support staff attendance at PL as aligned to their PDP, role in the school and responsibilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding to support in school professional learning to increase student learning outcomes.</p> |
| <p>School support allocation (principal support)</p> <p>\$21,502.02</p> | <p>School support allocation funding is provided to support the principal at Edgeworth Heights Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 additional staff to oversee the effective operations of Work Health and Safety. <p>The allocation of this funding has resulted in: Employment of additional staffing to oversee the Work Heath and Safety operations of the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to use this funding to employ additional staff to support the school's effective operations with Work Health and Safety .</p> |
| <p>Literacy and numeracy</p> <p>\$25,183.90</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Edgeworth Heights 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 and assessment <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 |

| | |
|--|--|
| <p>Literacy and numeracy</p> <p>\$25,183.90</p> | <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support students with additional learning needs.</p> |
| <p>Early Action for Success (EAfS)</p> <p>\$205,815.56</p> | <p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Edgeworth Heights Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 and assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy and engagement. Improved outcomes for teachers in pedagogical practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ APC&I to provide instructional leadership across the school.</p> |
| <p>QTSS release</p> <p>\$74,110.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Edgeworth Heights 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"> • Data and assessment <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy and engagement. Improved outcomes for teachers in pedagogical practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to teacher release to support the development of pedagogical practice.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$22,623.60</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Edgeworth Heights 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"> • Data and assessment |

| | |
|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$22,623.60</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of teacher release to support effective use of data to inform practice. <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy, numeracy and engagement. Improved outcomes for teachers in pedagogical practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide release for teachers to drive data analysis and differentiated practice.</p> |
| <p>COVID ILSP</p> <p>\$170,170.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition- 2 Tutors permanent members of EHPS seconded. 1 Tutor was 3 days a week, 1 Tutor was 4 days a week and that tutor also took on the COVID ILSP Coordinator role. • Releasing staff to analyse school and student data to identify students for small group tuition. The tutors initiated the program through a thorough analysis on student internal and external data and teacher voice. • Providing intensive small group tuition for identified students who were requiring support to bump up their skill in Reading - Comprehension and Fluency and Writing. • Releasing Stage 1 AP to coordinate the program. <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support students with additional learning needs.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 207 | 201 | 199 | 198 |
| Girls | 199 | 205 | 194 | 177 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.1 | 93 | 94.3 | 93 |
| 1 | 94.7 | 93 | 94.4 | 92.3 |
| 2 | 92.4 | 92.2 | 95.5 | 93.9 |
| 3 | 92.9 | 92.5 | 95.4 | 92.3 |
| 4 | 93.5 | 91.4 | 94.6 | 91.5 |
| 5 | 91.3 | 92.5 | 93.2 | 91.7 |
| 6 | 91.2 | 91 | 93.8 | 91.7 |
| All Years | 92.9 | 92.2 | 94.5 | 92.3 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 14.29 |
| Literacy and Numeracy Intervention | 0.2 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 3.02 |

*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 | 982,862 |
| Revenue | 4,318,081 |
| Appropriation | 4,226,052 |
| Sale of Goods and Services | 909 |
| Grants and contributions | 90,995 |
| Investment income | 124 |
| Expenses | -4,497,583 |
| Employee related | -3,807,729 |
| Operating expenses | -689,855 |
| Surplus / deficit for the year | -179,503 |
| Closing Balance | 803,359 |

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 | 146,690 |
| Equity Total | 451,085 |
| Equity - Aboriginal | 78,149 |
| Equity - Socio-economic | 207,123 |
| Equity - Language | 2,400 |
| Equity - Disability | 163,413 |
| Base Total | 2,761,091 |
| Base - Per Capita | 96,881 |
| Base - Location | 0 |
| Base - Other | 2,664,210 |
| Other Total | 568,838 |
| Grand Total | 3,927,704 |

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

Parents, teachers and students completed the 'Tell Them From Me' survey throughout 2021 with students completing the survey twice. Regular feedback was sought through the P&C on the school situational assessment process and findings.

Parents feeling welcome in the school and that the school supports student learning has slightly increased in 2021 compared to 2020. Parents acknowledged that the school supports positive behaviour and safety at school which is reflected in an increase from 2020 to 2021. Parents continue to believe that the school is inclusive. Parent feedback indicate that formal interviews, informal meetings, emails and telephone calls with parents are greatly valued and very useful.

Students were asked specific questions to identify future areas of focus for the school. Learning intentions and success criteria is used to support learning in reading and numeracy lessons. Student responses-39 % always 56% sometimes 5% never. Students are supported to achieve their personal goals. Student responses-48% always , 44 % sometimes and 8% never. Teachers set clear goals for learning, establish expectations check for understanding and provide feedback was 7.0 which was 0.5 below the state norm. 63% of students agree and strongly agree that they feel proud of their school. 15% strongly disagree and disagree. 22% neither agreed or disagreed.

Teacher questions were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Leadership (7.5) was above state norm of 7.1. Collaboration (8.1) was above state norm of 7.8. Learning culture was just below (7.9) compared to state norm of 8.0. Data informs practice (8.1) was above state norm of 7.8. Teaching strategies (8.1) was above state norm of 7.9. Technology (7.1) was well above state norm of 6.7. Our school as inclusive (8.4) was above state norm of 8.2. Parent involvement (7.2) was above state norm of 6.8.

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.