

2021 Annual Report

Elanora Heights Public School



Elanora Heights Public School

RESPECT

ACHIEVEMENT

RESPONSIBILITY

4199

Introduction

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

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School vision

An inclusive, creative, collaborative and engaged learning community that promotes high expectations and evidence informed effective teaching strategies to ensure students are supported to achieve academic, cultural, physical and emotional growth every year.

School context

Elanora Heights Public School is an inclusive, co-educational school with an enrolment of approximately 535 students, situated on the Northern Beaches of Sydney. Our school is nestled in a unique bushland setting which is highly valued and respected by our community.

The school prides itself on a strong tradition of excellence across its academic, sporting, cultural and wellbeing initiatives, with a diverse range of curriculum and extracurricular programs on offer to cater for students with a full range of abilities and interests.

Our students represent a range of ethnic and socio-economic backgrounds and value kindness and caring for our environment, along with engaging in exciting and dynamic learning experiences.

Our school is supported by an active and engaged parent community. We promote strong connections between home and school, understanding the benefits to students when we work in partnership with our community. Our parents are aspirational and embrace a holistic view of education where academic excellence and achievement is equally as important as raising students who are resilient, kind and feel connected within a nurturing environment.

Our staff vary in their level of experience and are dedicated to their profession. We value collaboration, mentoring and reflective practice to maintain high expectations and innovation. We strive to work together to create a culture where everyone feels respected, included and achieves a sense of belonging.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG, followed by the development of a strategic improvement plan.

Through this process we have identified a need to use data driven practices to ensure all students, including those with additional learning needs and those identified as high potential and gifted, are supported in their learning through differentiated teaching and learning programs. The need for high expectations and an inclusive, quality curriculum was also identified to ensure all students achieve maximum growth and attainment.

Instructional leaders in English and Mathematics will work with staff to build deep content knowledge and develop high quality learning programs, along with quality formative and summative assessment tasks. Consistent practices in data generation and analysis will assist in developing greater consistency of judgement within our school.

Our work with individual students will be responsive and closely monitored. Strong wellbeing programs will support student learning and engagement and ensure all students are learning within a safe and supportive environment.

Continual monitoring of our progress will determine areas of need and measure the impact of our strategies at an individual, class and school level. The involvement of the whole school community in the measurement and celebration of our success will be essential.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Excelling
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in reading and numeracy outcomes and to build aspirational targets for every student's academic success in all Key Learning Areas, we will develop and refine data-driven teaching practices that are responsive to the learning needs of all students.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

English language proficiency: \$13,363.24
Low level adjustment for disability: \$95,318.65
Integration funding support: \$47,888.00
Literacy and numeracy intervention: \$47,089.56
Socio-economic background: \$18,689.26
School Admin and Licensing Budget: \$1,500.00

Summary of progress

Our Integration Funding Support and Literacy and Numeracy Intervention Funding was used to ensure a strong learning and support network for identified students requiring literacy and numeracy intervention. Multi-Lit (years 3-6) and Mini-Lit (years 1-2) programs were in place to target specific literacy needs for identified students. Our Low Level Adjustment Funding was used to ensure SLSO support for students attracting funding and to provide individualised support in classrooms. COVID restrictions had a significant impact on our plans for professional learning and we navigated the change by being responsive to teacher and student online learning needs at the time. Teachers continued collaborative professional learning and worked with our literacy and numeracy instructional leaders to support students. A strategy for implementation of the Learning Progressions and PLAN2 as a formative assessment tool to record student literacy and numeracy capabilities is ongoing and planned for 2022.

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
Reading Growth: <ul style="list-style-type: none">• Increase the percentage of students achieving at or above expected growth in NAPLAN reading from the 2019 actual of 71.43% to 73%	62% of students achieved at or above expected growth in reading in 2021. Instructional leadership to support improved growth in reading will be continued in 2022 as we work towards achieving our aspirational Lower Bound System Negotiated Target in 2023. Due to changes in the Professional learning agenda, Literacy Progression implementation requires further professional learning with stage teams to ensure an embedded whole school practice.
Reading Attainment: <ul style="list-style-type: none">• Increase the percentage of students achieving in the top 2 bands of NAPLAN reading from the 2019 actual of 53.89% to 60%.	60% of students are now in the top two skill bands (NAPLAN) for reading , indicating achievement of the annual progress measure.
Numeracy Growth: <ul style="list-style-type: none">• Increase the percentage of students achieving at or above expected growth in NAPLAN numeracy from the 2019 actual of 44.16% to 55%.	59% of students achieved at or above expected growth in numeracy in 2021. This result demonstrates instructional leadership being effective in supporting improved growth in numeracy. This result demonstrates our achievement of the Lower Bound System Negotiated Target. Instructional Leadership in numeracy is to be continued in 2022.

<p>Numeracy Growth:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving at or above expected growth in NAPLAN numeracy from the 2019 actual of 44.16% to 55%. 	<p>Due to changes in the Professional learning agenda, Numeracy Progression implementation requires further professional learning with stage teams to ensure an embedded whole school practice.</p>
<p>Numeracy Attainment:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated baseline of 36.31% 	<p>46% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating 9.69% attainment above the system-negotiated baseline target stated in the annual progress measure.</p>

Strategic Direction 2: Wellbeing and Attendance

Purpose

In order to achieve positive academic, cultural, social and emotional outcomes for all students, we will embed evidence-based inclusive wellbeing and attendance strategies to ensure high levels of community connectedness 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.

- Inclusive School Community
- Engaged School Community

Resources allocated to this strategic direction

School based Wellbeing Budget: \$2,500.00

Aboriginal background: \$5,898.45

Summary of progress

Our school prioritises being an inclusive and engaged school community where students attend school regularly and have their wellbeing needs met. Our students want to attend school because programs are tailored to student needs and connection through positive student and teacher relationships are fostered.

We employ specialist additional staff such as our LaST and SLSO team to support students with learning needs and to provide specialist support for our Aboriginal students. Our Aboriginal Education Team work closely with our LaST to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. Individualised plans are in place to ensure Aboriginal students' unique literacy and numeracy learning needs are met in a culturally sensitive manner. All students have engaged in authentic conversations and school-wide activities promoting the importance of our Aboriginal history. Tell Them From Me data indicated 86% of Aboriginal students feel like their culture is valued and understood by students and teachers whilst at school.

Our school-based Wellbeing budget funds several activities to promote student engagement and inclusivity in a safe school environment. The Second Steps Wellbeing program is embedded in teaching and learning programs K-6 and is reflected in our behaviour management policy and management of incidents. In 2022 our school priority is to implement the new Department of Education's Inclusive, Engaging and Respectful Schools package to ensure every student is engaged and learns to their fullest capability and ensuring all students and staff are safe at school. We will continue to employ our Youth Worker to implement student wellbeing specialised programs such as SPARC, incorporate our therapy dog, Daisy and foster our Year 6 Student Wellbeing Ambassador program to support all students.

Continued focus on the Attendance Matters hub will support improved attendance strategies in 2022 to support growth in attendance to reach our expected lower bound target.

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
Wellbeing: <ul style="list-style-type: none">• Increase the percentage of students in Year 4, 5 and 6 reporting positive wellbeing to be above the actual 2020 baseline of 88.94%.• The number of major behaviour incidents continues a downward trend by 5% annually from the baseline in 2020 of 51.	<p>All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. COVID-19 has made an impact on student wellbeing and incidents.</p> <p>The TTFM survey records 88.66% of students reporting positive wellbeing outcomes has decreased slightly by 0.28% across the positive wellbeing measures.</p> <p>Analysis of our school SENTRAL system indicates the following results in</p>

<p>Wellbeing:</p> <ul style="list-style-type: none"> • Increase the percentage of students in Year 4, 5 and 6 reporting positive wellbeing to be above the actual 2020 baseline of 88.94%. • The number of major behaviour incidents continues a downward trend by 5% annually from the baseline in 2020 of 51. 	<p>incidents at our school in 2021.</p> <ul style="list-style-type: none"> • A 14% drop in minor incidents from 253 in 2019 to 219 in 2020 and a 47% drop in minor incidents from 219 in 2020 to 118 in 2021. • A 48% drop in major incidents from 98 in 2019 to 51 in 2020 and a 51% drop in major incidents from 51 in 2020 to 26 in 2021. • No drop in suspensions from 2019 to 2020 (5) and a 66% drop in suspensions from 3 in 2020 to 1 in 2021.
<p>Attendance:</p> <ul style="list-style-type: none"> • The number of students with a minimum of 90% attendance shows an uplift of 3% to approach the lower bound system-negotiated target of 87.2%. 	<p>In 2021 our actual student attendance was 81.8% and this indicates the percentage of our students who attended school above 90% of the time. In 2022 we will continue to implement the Attendance Matters resources and strategies to further encourage student attendance.</p>

Strategic Direction 3: Expertise in Teaching Practice

Purpose

In order for all students to receive quality teaching and learning, we will develop our collaborative teaching and assessment practices to ensure all staff have the expertise to develop a responsive, quality curriculum based on high expectations. This will be delivered through the most effective and evidence based teaching practices for maximum success.

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 Quality Curriculum Planning and Delivery
- High Quality Assessment and Feedback

Resources allocated to this strategic direction

QTSS release: \$105,390.92

Literacy and numeracy: \$32,865.52

Professional learning: \$12,750.00

School based English Budget: \$4,410.20

Summary of progress

The two main initiatives focused on in 2021 related to explicit inclusion of rich and open-ended tasks promoting higher-order thinking and reasoning in English and mathematics across K-6, evidence of differentiation in teaching and learning programs, and the development of assessment and feedback practices. Observable changes in practice included focused collaborative planning sessions, rich and complex programmed tasks, increased use of data to create grade goals to drive instruction, and a wider variety of assessment and feedback strategies to promote reflection. Interruptions in learning and significant changes in school procedures due to COVID-19 in 2021 meant that some initiatives were paused, and others unaddressed. After whole school reflection on these goals, targeted strategies will be put in place to evaluate the emphasis on professional learning in relation to high-quality curriculum planning and delivery, and assessment and feedback for 2022.

Two instructional leaders, our school Deputy Principal as an Instructional Leader of mathematics and Jann Farmer-Hailey as an Instructional Leader of English, led grade teams to facilitate the achievement of annual progress measures towards greater improvements in teacher practice expertise. This has been evidenced by teachers conducting formative student assessments. Shoulder-to-shoulder, teachers and Instructional Leaders formed grade goals. Support was tailored for each grade and progress was discussed during weekly collaboration meetings. Professional learning in English and mathematics focused on the potential of rich tasks that promoted difficulty and complexity, high quality text selection to increase growth and demand and to investigate and incorporate a range of explicit strategies to develop expert teaching delivery.

Funding was allocated to support our school inclusion in the Primary Mathematics Specialist Initiative (PMSI). This project provided professional development for a nominated staff member over a two year period, to support the development as an instructional leader with deep pedagogical knowledge to lead teachers at EHPS.

Online learning interrupted the monitoring of progress. This was resumed on return to school. Teachers' confidence in their ability to analyse data to inform their teaching has increased and will remain a focus in 2022.

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
Maths: The IL-M guides teachers to develop skills in: <ul style="list-style-type: none">• data-informed curriculum development.• inclusion of rich and open-ended	The annual progress measure was achieved and is evident in all teaching and learning programs in English and mathematics across K-6 explicitly demonstrating the inclusion of rich and open-ended tasks to promote higher-order thinking and reasoning, and evidence of differentiation. All staff have worked collaboratively with both Instructional Leaders to develop skills

<p>tasks that promote higher-order thinking and reasoning.</p> <ul style="list-style-type: none"> • strategies to develop students' mathematical vocabulary and promote reasoning. <p>English: The IL- English guides teachers to develop skills in:</p> <ul style="list-style-type: none"> • high quality text selection to increase complexity and demand. • inclusion of rich and open-ended tasks in reading programs. • targeted teaching of skills in reading comprehension, specifically in relation to vocabulary and inferential comprehension. 	<p>in data-informed curriculum development, high quality text selection and targeted teaching. This is evident in increased teacher confidence and expertise. With guidance from our instructional leaders there have been observable changes made to K-6 teaching and learning programs.</p>
<p>Maths: The IL-M guides teachers to develop skills in:</p> <ul style="list-style-type: none"> • data-informed differentiation. • strategies to create reasoning exemplars. • creation of learning intentions and success criteria. • adjustments to promote differentiation and challenge. <p>English: The IL- English guides teachers to develop skills in:</p> <ul style="list-style-type: none"> • targeted teaching of skills in reading comprehension, specifically in relation to vocabulary and inferential comprehension. • creation of quality exemplars. • creation of learning intentions and success criteria. • adjustments to promote differentiation and challenge. 	<p>Due to the Deputy Principal Instructional Leader of mathematics being onsite in a full-time capacity the annual progress measure was achieved. This was evident in assessment and feedback practices in mathematics across K-6 explicitly demonstrating rich and open-ended tasks with rubrics to support moderation. In mathematics, teachers used explicit lessons from connected innovative curriculum examples, strategies to create teaching and learning exemplars, learning intentions and success criteria, and adjustments to promote differentiation and challenge.</p> <p>Due to the interrupted nature of 2021, progress within the English curriculum was limited due to restrictions imposed with external providers not being allowed to work on school grounds. Scheduled sessions with our English Instructional Leader were cancelled. In 2022, continued focus will be on the creation of quality exemplars, targeted teaching of skills in reading comprehension, specifically in relation to vocabulary, creation of learning intentions and success criteria, and adjustments to promote differentiation and challenge to support formative assessment practices.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$47,888.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Elanora 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"> • Personalised Learning <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 for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program has been effective in 2021 and we will continue this program into 2022. After evaluation, the next steps to support our students with this funding will be: to continue formally incorporating integration funding decision making into weekly learning and support team meeting agendas to ensure funding use is regularly reviewed. The use of integration funding will continue to be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$18,689.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elanora 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • professional development of staff through [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Student improvement evidenced by:</p> <ul style="list-style-type: none"> • Year 3 NAPLAN Reading and Numeracy above both state and SSSG • Year 3 demonstrated a major lift in Writing from a raw score 437.4 in 2019 to 444.4 in 2021 • Year 5 NAPLAN Reading and Numeracy above state • Year 5 demonstrated a major lift in Writing from a raw score 480.9 in 2019 to 492.7 in 2021 <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$18,689.26</p>	<p>After evaluation, the next steps to support our students with this funding will be: continue to engage the Learning and Support Teacher and SLSOs to support our trajectory towards achieving targets. In 2022, EHPS will continue to employ our LaST (above allocated funding) and SLSOs along with our Your Dream Youth Outreach Worker to focus on improving our attendance rates and student wellbeing which will positively impact on learning outcomes.</p>
<p>Aboriginal background</p> <p>\$5,898.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elanora 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"> • Inclusive School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to support literacy and numeracy programs • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and formalisation of our school process to ensure meaningful impact. Continuation of a committed Aboriginal Education Committee, regularly meeting, has ensured Aboriginal Education is a priority at EHPS. Tell Them From Me data indicated 86% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue engaging a LaST to broaden the position to include literacy and numeracy focus for Aboriginal identified students to support the delivery of differentiated and personalised teaching and learning.</p>
<p>English language proficiency</p> <p>\$13,363.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Elanora 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"> • Personalised Learning <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 • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • EAL/D students are more confident and prepared to take risks with

<p>English language proficiency</p> <p>\$13,363.24</p>	<p>their language use, as noted in teacher observations and work samples. Teachers are supported by our LaST to provided explicit literacy teaching for all students.</p> <ul style="list-style-type: none"> All staff participated in professional learning, where the English Instructional Leader guided explicit teaching of literacy skills. Teachers looked at student data, including student English language proficiency using the progressions (Creating and Understanding Texts) and analysed writing samples. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building on teacher confidence and their capacity to design integrated writing units reflecting all student needs, inclusive of our EAL/D learners. Ongoing professional learning will aim to incorporate language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning with continued weekly collaboration sessions in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$95,318.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Elanora 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"> Personalised Learning <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 engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting providing support for targeted students within the classroom through the employment of School Learning and Support Officers targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs employment of LaST and interventionist teacher development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have maintained steady in 3-5 and demonstrated improvement in K-3 and 5-7. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and the continued employment of a full-time LaST. EHPS will become a Counsellor Hub School in 2022. Our Youth Worker will be in position in 2022.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Elanora Heights Public</p>

<p>\$32,865.52</p>	<p>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"> • High Quality Curriculum Planning and Delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • an increase in teacher confidence in implementation of SENA K-6 and benchmarking in K-3 and a formalised, 5 week cyclical tracking of student growth data. • Benchmarking of all K-6 Identified students with specific learning needs. • Analysis of student data to formalise student learning and grade goals (K-6). <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: teacher release to attend weekly collaboration grade sessions to explicitly plan and program quality literacy and numeracy units. Implementation of the Literacy and Numeracy Progressions, completion of SENA, Benchmarking of reading progress and the use of PLAN2 to record literacy and numeracy progress will continue to be a focus in 2022. Continuation of goal setting in 2022 will occur.</p>
<p>QTSS release</p> <p>\$105,390.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Elanora 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"> • High Quality Curriculum Planning and Delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • Teachers demonstrating greater confidence and sense of priority in developing collaborative units, differentiated according to students' needs • Teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria and supported the creation of individualised student learning goals.

<p>QTSS release</p> <p>\$105,390.92</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide ongoing executive release for Assistant Principals to provide mentoring and co-teaching with their stage team teachers and to attend weekly grade collaboration sessions to support literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Elanora 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"> • Personalised Learning <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 Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs (Multi-Lit and Mini-Lit, Year 2 reading program and COVID ILSP Tutoring) for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. Continuation of Mini_lit, Multi-Lit, COVID ILSP Tutoring, Year 2 Reading program and using PLAN2 to record literacy and numeracy observations K-6.</p>
<p>COVID ILSP</p> <p>\$65,391.54</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... • employing/releasing teaching staff to support the administration of the program • releasing staff to participate in professional learning

<p>COVID ILSP</p> <p>\$65,391.54</p>	<ul style="list-style-type: none"> • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving significant progress towards their personal learning goals • Teachers using the Literacy and Numeracy Progressions to explicitly teach students at their point of need. <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes continue to involve regular monitoring of students and their learning and wellbeing. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Implementation of PLAN2 to record individual student literacy and numeracy understanding is a focus for 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	301	307	311	300
Girls	283	266	254	232

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	94.8	95.5	94.7
1	94.1	94.9	95.2	92.5
2	93.4	94.4	95.8	94.6
3	94.8	94	95.2	94.5
4	94	93.9	94.9	94.7
5	94.1	94.3	95	93.7
6	93.8	92.8	94.6	92.9
All Years	94.1	94.2	95.2	93.9
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)	19.72
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	558,859
Revenue	4,875,825
Appropriation	4,464,993
Sale of Goods and Services	21,188
Grants and contributions	388,809
Investment income	835
Expenses	-4,947,383
Employee related	-4,264,346
Operating expenses	-683,036
Surplus / deficit for the year	-71,558
Closing Balance	487,302

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	47,888
Equity Total	133,270
Equity - Aboriginal	5,898
Equity - Socio-economic	18,689
Equity - Language	13,363
Equity - Disability	95,319
Base Total	3,847,857
Base - Per Capita	139,282
Base - Location	0
Base - Other	3,708,575
Other Total	286,838
Grand Total	4,315,853

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

Feedback regarding our school programs was sought from students, staff and parents through teacher professional learning sessions, staff meetings, School Representative Council, P & C meetings, 'Tell Them from Me' survey, social media, school surveys (including COVID Home Learning feedback) and other communication channels. High expectations, engagement and relationships with our students, parents and community, will continue to be our focus for the new School Improvement Plan.

Overall, parents are extremely happy with the school and the progress made in 2021. The school vision is well known to our community and a strong school culture exists. Parents were instrumental in building our shared vision and highly regard inclusivity, connection, nurturing, innovation, a supportive environment, belonging and kindness. Parents felt extremely supported during the lockdown period and appreciated the clear and consistent communication from the school. Parents thoroughly supported new initiatives in the school, including our therapy dog Daisy. Parents appreciated the seamless transition during the change over of principals. There is a desire for greater community engagement, developing students' resilience and confidence, greater opportunities to celebrate student academic achievement and engage in sustainability initiatives.

Our students valued our environment, kindness to one another, success, motivation and learning. These values are certainly demonstrated in daily interactions at school, volunteering to care for our school land and diligent approaches to school work and extra-curricular activities. During the online learning period, our students continued to work effectively and where possible communicated regularly with teachers and peers.

All students and staff were requested to provide feedback in the 'Build a Vision' survey and shared their beliefs in what is important to our school and themselves as individuals. Our staff highlighted the importance of inclusivity, being progressive in their practice, building student resilience and a respectful connection between students, families and colleagues. Our staff are committed to providing quality teaching, and demonstrate high expectations for all students to grow and reach their potential. Students are known, valued and cared for by the Elanora Heights Public School staff and this is shown through their commitment to wellbeing practices and the provision of many extra-curricular opportunities.

In 2021 several school initiatives and extra-curricular opportunities had to be placed on hold. This has had an effect on students' sense of belonging and community connection. Our Sustainable Schools Environmental grant had to be placed on hold, due to COVID restrictions.

In 2021 at Elanora Heights Public School, 164 students (Years 4-6) participated in the Tell Them From Me Survey (TTFM) (attached). The survey includes 10 measures of student engagement and 5 drivers of student outcomes. An analysis of the TTFM survey was conducted in classrooms and was led by class teachers. Information from this and comparative previous data has supported quality evaluation of Strategic Directions and driven planning for and evaluation of the 2021-2024 School Plan. Student feedback reports high levels of social engagement across the school leading to participation in school sports, creative arts, positive relationships, valuing schooling outcomes and positive behaviour. There was a notable shift in students' feeling challenged in English and maths and confidence in their own skills in these subjects.

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.