

# 2021 Annual Report

## Eschol Park Public School



4558

# Introduction

The Annual Report for 2021 is provided to the community of Eschol Park 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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## Message from the principal

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The success of Eschol Park Public School is underpinned by three key elements that promote quality teaching and learning programs for all our students.

- 1) The school has a highly dedicated and committed staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their best.
- 2) The students are motivated to learn and participate in the varied range of educational opportunities provided for them at school.
- 3) The school enjoys wonderful support from our parents and the local community.

During 2021, Eschol Park Public School staff continued to provide an excellent education for all the students in a caring and enriching environment. COVID-19 proved to be extremely challenging with the staff endeavoring to support home learning and also learning at school for the children of essential workers. The staff worked tirelessly in partnership with parents to provide balanced learning programs meeting the needs of all students. Our students returned to school after the extended time at home ( Term 3 and half of Term 4), happy and ready to re-engage with school life.

I would like to thank the students, staff and parents for a good year despite the many challenges we all faced.

Mrs Karen Masciocchi

Principal

## School vision

### Our Vision :

#### **A unique culture where everyone can succeed.**

We see Eschol Park Public School as a safe, caring and well-resourced family environment, in which the staff, family and community work together with students to achieve quality educational outcomes. We aim to inspire whole school and community engagement through innovative pedagogy where student centred learning and individual outcomes are supported by quality teaching practices.

Our school community promotes:

#### **A love of learning, the celebration of achievement and a culture of continuous improvement.**

**Our Mission:** is to provide quality education and equitable welfare for all, within a supportive whole school community.

#### **1. Quality Education:**

We will maintain high standards, provide opportunities for excellence and aim for personal bests in everything we do. We will continuously seek improvement through effective evaluation, as we move through recognisable stages of development.

#### **2. Welfare for All:**

We will promote lifelong learning within a safe and harmonious environment which reflects core values and DoE policy.

#### **3. Community:**

It is the parental expectation that Eschol Park Public School will continue to be a welcoming school where emphasis is placed upon strengthening whole school partnerships.

## School context

Eschol Park Public School is located in South West Sydney and serves a diverse community. It is part of the St Andrews Network of schools for the Department of Education.

363 students are enrolled at Eschol Park Public School where students from a Language Background Other Than English (LBOTE) make up 39% of the school population and 11% of students identify as Aboriginal and Torres Strait Islander.

Our school motto is Truth, Quality and Care. The school and its community have high expectations of students and value the provision of a variety of learning opportunities. Many successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working in a team environment. The school prides itself on its inclusive and supportive environment where all students, teachers and parents are valued as integral to the learning process.

The school community was consulted in the development of a thorough situational analysis (which followed the External Validation process at the end of 2020) and the Strategic Improvement Plan. We identified the need to strengthen and refine the use of data driven practices that ensure all students have access to stage and grade appropriate learning. We identified the need for all teachers to plan and deliver quality differentiated instruction to students with learning support needs including those identified as high potential and gifted. Continual monitoring of student performance data will determine areas of need and success at class and school level and the involvement of the whole school community in this process will be essential for success.

Through our situational analysis, we identified the three focus areas for this Strategic Improvement Plan: Student growth and attainment, strengthening our Professional Learning Community and forming Strong Partnerships within the community.

## 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	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student achievement, growth and performance in literacy and numeracy, we will further develop and refine data driven practices that are responsive to the learning needs of individual students. We will ensure that a quality teacher in every classroom lies at the heart of student improvement. The strengthening of the culture of high expectations and quality teaching practice are the focused impact drivers.

### 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 and High Impact Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$151,769.00  
**School & Community:** \$10,000.00  
**Low level adjustment for disability:** \$113,396.13  
**Integration funding support:** \$65,978.00  
**Literacy and numeracy:** \$10,778.74  
**Literacy and numeracy intervention:** \$47,089.56  
**Aboriginal background:** \$26,277.84  
**English language proficiency:** \$71,313.57  
**6101 Carry Forward:** \$32,845.00  
**School Operational Funds:** \$74,860.05

### Summary of progress

Eschol Park Public School has made (and continues to make) consistent progress in achieving excellence in teaching and learning. Teaching skills and capabilities were continually developed through ongoing collaboration and effective teamwork. Teachers' programs of learning for their students catered explicitly for the diverse learning needs of each student and differentiated accordingly. This need to explicitly cater for individual students was particularly evident during the long lockdowns and the teachers' commitment and skills in response. Teachers were required to adapt their teaching to suit this new learning environment. Teachers (both specialist and mainstream) worked with individual students in developing individualized personalized learning goals to guide their focus and self-assessment in literacy and numeracy.

Whole school practices for collecting and analyzing data was strengthened, particularly in relation to PLAN2 and Check-In Data. Embedding the use of formative data collection and feedback continued to be a focus area for the teaching staff with the ensuing reflection on teacher effectiveness indicating that this is an area that needs to continue. Teachers worked collaboratively when engaging in professional learning opportunities particularly in the use of IT to deliver effective home learning. Student learning in literacy and numeracy showed growth at or above expected levels in NAPLAN and Check-In data indicated strong progress across Grades 3-6.

### 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
<b>NAPLAN</b> Performing above system-negotiated target baseline as measured by NAPLAN Reading and Numeracy for Year 3 and Year 5.  Top two bands (or equivalent) NAPLAN <b>Reading</b> increase to 42%  Top two bands (or equivalent) NAPLAN <b>Numeracy</b> increase to 40%	Students in Years 3 & 5 performed very well in NAPLAN 2021 and the school achieved the system-negotiated baseline targets.  <b>Reading</b> : Students performed above the system-negotiated baseline.  44% of students achieved in the top two bands.  <b>Numeracy</b> : Students performed at the system-negotiated baseline.  40% of students achieved in the top two bands.

<p>Proportionally contribute to the St Andrews Principal Network target uplift of Aboriginal students attaining and increase in the % of students achieving the top 3 bands NAPLAN in reading and numeracy , while maintaining their cultural identity.</p>	<p>33.33% of Year 3 Aboriginal students achieved the top two bands in Reading.</p> <p>66.67% of Year 3 Aboriginal students achieved the top two bands in Numeracy.</p>
<p>More than 58% of students achieve expected growth in NAPLAN <b>Reading</b> (system-negotiated target baseline)</p> <p>More than 68% of students achieve expected growth in NAPLAN <b>Numeracy</b> (system-negotiated target baseline)</p>	<p>Students displayed strong growth in results from Year 3 to Year 5 NAPLAN.</p> <p><b>Reading</b> : 68% of Year 5 students achieved at or above expected growth in Reading</p> <p><b>Numeracy</b> : 61% of Year 5 students achieved at or above expected growth in Numeracy</p>
<p>70% of all students at/above grade appropriate school benchmarks in English and Mathematics using PLAN2 Data, Check-In, school determinations and syllabus outcomes.</p> <p>Improvement as measured by the SEF:</p> <p>Learning : Element - <b>Assessment</b> (S&amp;G)</p> <p>Teaching : Element - <b>Effective classroom practice</b> (S&amp;G)</p>	<p><b>English and Mathematics Benchmarks</b></p> <p><b>Semester One</b></p> <p><b>School Based Data: Percentage of students at/above (A, B, C) grade benchmarks measured against syllabus outcomes</b></p> <p>Year 1: Reading-66% Writing-60% Number &amp; Algebra-80% Measurement &amp; Geometry-84%</p> <p>Year 2: Reading-77% Writing-66% Number &amp; Algebra-70% Measurement &amp; Geometry-69%</p> <p>Year 3: Reading-84% Writing-70% Number &amp; Algebra-74% Measurement &amp; Geometry-72%</p> <p>Year 4: Reading-86% Writing-60% Number &amp; Algebra-76% Measurement &amp; Geometry-74%</p> <p>Year 5: Reading-70% Writing-62% Number &amp; Algebra-45% Measurement &amp; Geometry-45%</p> <p>Year 6: Reading-76% Writing-68% Number &amp; Algebra-65% Measurement &amp; Geometry-59%</p> <p>As the Semester Two format for reporting did not compare grade progress, we were not able to record Grade statistics for the above areas.</p> <p><b>Semester Two</b></p> <p><b>Check-In Assessment Data</b></p> <p>Cohort and % Correct:</p> <p><b>Year 3: READING</b> 67% (State 63.1%, Statistically Similar Schools 58.1%) (Comprehension-72% Processes-66% Vocabulary-58%)</p> <p><b>NUMERACY</b> 69.8% (State 63.5%, Statistically Similar Schools 58.4%) (Statistics &amp; Probability-86% Number sense &amp; algebra-76% Measurement &amp; Geometry-60%)</p> <p><b>Year 4: READING</b> 53.6% (State 55.5%, Statistically Similar Schools 51.1%) (Comprehension-58% Processes-55% Vocabulary-47%)</p> <p><b>NUMERACY</b> 62.7% (State 63.4%, Statistically Similar Schools 58.6%) (Statistics &amp; Probability-74% Number sense &amp; algebra-58% Measurement &amp; Geometry-69%)</p>

70% of all students at/above grade appropriate school benchmarks in English and Mathematics using PLAN2 Data, Check-In, school determinations and syllabus outcomes.

Improvement as measured by the SEF:

Learning : Element - **Assessment** (S&G)

Teaching : Element - **Effective classroom practice** (S&G)

**Year 5: READING** 63.4% (State 63.1%, Statistically Similar Schools 59.9%)  
(Comprehension-62% Processes-70% Vocabulary-48%)

**NUMERACY** 61.8% (State 61.4%, Statistically Similar Schools 56.2%)  
(Statistics & Probability-72% Number sense & algebra-62%  
Measurement & Geometry-60%)

**Year 6: READING** 75.2% (State 69.5%, Statistically Similar Schools 66.4%)  
(Comprehension-83% Processes-62% Vocabulary-78%)

**NUMERACY** 75.4% (State 71.4%, Statistically Similar Schools 67%)  
(Statistics & Probability-84% Number sense & algebra-79%  
Measurement & Geometry-68%)

### SEF ELEMENTS

**Learning** : Assessment (Sustaining & Growing)

**Teaching** : Effective Classroom Practice (Sustaining & Growing)

The school continued to monitor, plan and report on student learning across the curriculum. Due to the challenging nature of 2021, we did not have Semester 2 data to use to compare to Semester 1.

In the remaining weeks of Semester 2 when some students returned to school, staff concentrated on delivery of Literacy and Numeracy lessons (rather than trying to cover all KLAs) and assessment tasks to determine student achievement and future needs.

The staff were committed to identifying, understanding and implementing the most effective explicit teaching methods to support the learning needs of their students.

The staff used high-quality assessment practices as an integrated part of teaching and learning programs. Specific practices included making student assessment part of everyday practice, using assessment to provide students with learning opportunities, designing and delivering high-quality formal assessment tasks and carefully structuring group assessment activities to ensure that students were supported, challenged and able to work successfully together.

## Strategic Direction 2: Professional Learning Community

### Purpose

To build capacity in all staff through collaborative and focused professional learning and development that creates a culture of professionals who are engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level. Building teacher capacity successfully maximises the impact on student learning.

### 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.

- Quality Teaching Through Strong Collaboration

### Resources allocated to this strategic direction

**Professional learning:** \$23,546.16

**School Operational Funds:** \$8,000.00

**Socio-economic background:** \$43,130.00

**Beginning teacher support:** \$4,485.00

**QTSS release:** \$67,046.56

**6101 Carry Forward:** \$20,000.00

### Summary of progress

Through regular staff and stage meetings and mentoring through the Instructional Leader/mentor and QTSS Programs operating at the school, teachers were able to regularly review, revise and adapt their teaching and learning programs to enhance their practice in the classroom.

Quality Teaching Rounds Program was introduced in order to collaborate and share quality teaching and knowledge among staff. Despite only completing one round, the staff indicated that they would like to continue this program in 2022 to engage in academic collaboration in order to develop high quality differentiated teaching and learning programs. The Curiosity and Powerful Learning program did not go ahead due to COVID-19 restrictions (funds \$20,000 for this program will advance to 2022&2023).

All staff engaged in the Performance and Development Plan (PDP) school program, and this allowed for the fostering of the culture of continual improvement and provided support to teachers striving to enhance their learning and knowledge. Strong reflection on professional research and practice continues to be a focus area. The school executive continually supported, motivated and encouraged teachers who wished to progress towards leadership opportunities.

### 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
Tell Them From Me (TTFM) teacher survey data shows growth in the following drivers of student learning: <ul style="list-style-type: none"><li>• Data Informs Practice (8.8 to 9.0)</li><li>• Learning Culture (8.9 to 9.0)</li><li>• Collaboration (8.6 to 8.8)</li><li>• Challenging &amp; Visible Goals (8.4 to 8.6)</li><li>• Quality Feedback (8.4 to 8.6)</li></ul>	At the end of 2021 the following progress was indicated in the Tell Them From Me Survey - <b>TEACHER Survey Data</b> for the following drivers of student learning:  <b>Data Informs Practice</b> (8.1 School Mean. 7.8 NSW Govt Norm)  Staff used results from formal assessment tasks to inform lesson planning (8.8) and when formal assessment tasks or daily classroom tasks failed to meet expectations teachers gave their students opportunity to improve (8.6)  <b>Learning Culture</b> (8.5 School Mean. 8.0 NSW Govt Norm)  All teachers monitored the progress of individual students (9.3) and set high expectations for student learning (9.4)  <b>Collaboration</b> (8.0 School Mean. 7.8 NSW Govt Norm)

<p>Tell Them From Me (TTFM) teacher survey data shows growth in the following drivers of student learning:</p> <ul style="list-style-type: none"> <li>• Data Informs Practice (8.8 to 9.0)</li> <li>• Learning Culture (8.9 to 9.0)</li> <li>• Collaboration (8.6 to 8.8)</li> <li>• Challenging &amp; Visible Goals (8.4 to 8.6)</li> <li>• Quality Feedback (8.4 to 8.6)</li> </ul>	<p>Staff discussed learning problems of particular students with other teachers (9.1) and discussed their assessment strategies with other teachers (8.5)</p> <p><b>Challenging &amp; Visible Goals</b> (7.8 School Mean. 7.5 NSW Govt Norm)</p> <p>Staff had clear expectations for classroom behaviour (9.4) and used individual education plans to set goals for students with special learning needs (8.9). In most classes teachers discussed the learning goals for the lesson (8.6).</p> <p><b>Quality Feedback</b> (7.8 School Mean. 7.3 NSW Govt Norm)</p> <p>Teachers monitored the progress of individual students (9.3)</p> <p>Students received feedback on their work that brought them closer to achieving their goals (8.3)</p>
<p>Two groups of staff members participate in Quality Teaching Rounds with a focus on differentiated instruction and high expectations.</p>	<p><b>Quality Teaching Rounds</b></p> <p>Three staff members attended a 2-day workshop on this high impact Professional Learning practice. In a twilight session and two Professional Learning afternoon sessions they presented this to all staff. We were only able to participate in one Quality Teaching Round due to COVID-19 lockdown which impacted significantly on our ability to gauge its full effectiveness.</p> <p>The staff survey indicated that staff felt more confident using the Quality Teaching Model to consider what quality teaching looks like in their classrooms (86%). Most staff felt confident to code their classroom and assessment practices using the Quality Teaching practice guides (88%).</p> <p>Stage groups met regularly during this timeframe to have deep discussions about their classroom practice and collaborated on the classroom focus areas for coding data - high expectations and the use of differentiated instruction</p> <p>The Quality Teaching Rounds will resume in 2022.</p>
<p>All staff have participated and actively engaged in professional learning focussed on Use of Data to inform practice, Explicit Teaching and High Expectations.</p> <p>(What Works Best themes)</p>	<p><b>What Works Best Themes</b></p> <p>Unfortunately, the implementation of all the themes to be delivered by the Leadership Team through Professional Learning and the use of the What Works Best Hub did not occur and is scheduled to be revisited in 2022.</p> <p>The staff had worked through these themes previously in 2020 and this more in-depth revisiting and implementation was to ensure that evidence-based practices were used consistently to improve student outcomes.</p> <p>During the home learning timeframe, staff were directed to the What Works Best Hub to visit and engage in Professional Learning. All staff did engage in some of the activities provided, and the plan was to discuss and act upon these when we returned to school in mid Term 4. Due to the nature of the return to school timeframe, this did not occur.</p>
<p><b>Five Levels of Professional Evaluation - Guskey</b></p> <p>Level 1 Participants' Reactions</p> <p>90% Positive responses</p> <p>Level 2 Participants' Learning</p> <p>80% Positive responses</p>	<p><b>Thomas R. Guskey : Professional Evaluation Model</b></p> <p><b>Level 1: Participants Reactions</b> looked at participants' reactions to the professional learning experience. This was applied to the Science of Reading Professional Learning (which was a blended learning part of three suites of professional learning from the Literacy and Numeracy team) and the Quality Teaching Rounds Professional Learning.</p> <p>98% of staff felt that their time was well spent.  98% of staff felt the content and material made sense to them.  90% of staff felt the activities well-planned and meaningful.  100% of staff felt that the leader/presenter was knowledgeable, credible, and helpful.</p>

<p><b>Five Levels of Professional Evaluation - Guskey</b></p> <p>Level 1 Participants' Reactions</p> <p>90% Positive responses</p> <p>Level 2 Participants' Learning</p> <p>80% Positive responses</p>	<p><b>Level 2: Participants Learning</b> looked at what learning was gained from the experiences.</p> <p>During the Science of Reading Professional Learning Sessions, the knowledge gained was significant: The Big 6 strategies, 3 Tier Vocabulary format, Decodable texts, Phonemic/phonological awareness and Scarborough's reading rope being the most noted in the survey.</p> <p>During the Quality Teaching Rounds, the staff survey indicated that staff felt more confident using the Quality Teaching Model to consider what quality teaching looks like in their classrooms (86%). Most staff felt confident to code their classroom and assessment practices using the Quality Teaching practice guides (88%).</p> <p>All staff were able to describe the critical attributes of the Quality Teaching Framework and give examples of how they applied this knowledge in common classroom situations.</p>
<p>School Excellence Framework assessment for following themes:</p> <p>Teaching Domain - Effective classroom practice S&amp;G</p> <p>Curriculum domain - Teaching and Learning programs, Differentiation S&amp;G</p>	<p><b>School Excellence Framework</b></p> <p><b>Teaching Domain - Effective Classroom Practice</b></p> <p>(Sustaining and Growing)</p> <p>Teachers collaborated across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly reviewed previous content and previewed the learning planned with students in each class.</p> <p>Teachers provided explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supported improved student learning.</p> <p>Quality Individual &amp; Personalized Learning Plans, to ensure students meet their learning goals, were in place for students in need.</p> <p>All classrooms and other learning environments were well managed within a consistent, school-wide approach. Well planned teaching took place, so that all students could engage in productive learning, with minimal disruption.</p> <p><b>Curriculum Domain - Teaching and Learning Programs, Differentiation.</b></p> <p>(Sustaining and Growing)</p> <p>Teaching and Learning programs described the expected student progression in knowledge, understanding and skill and the assessments that measure them.</p> <p>Teaching and learning programs of more experienced teachers were dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement</p> <p>Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students could articulate their learning and understand what they needed to learn next to enable continuous improvement.</p> <p>A consistent feature of the QTSS Program was the in-depth discussions</p>

School Excellence Framework assessment for following themes:

Teaching Domain - Effective classroom practice S&G

Curriculum domain - Teaching and Learning programs, Differentiation S&G

and support provided to ensure the implementation of quality teaching and learning programs in all classrooms. All staff spent time each term in discussion with their supervisors (and their colleagues) about their programs and assessments. Tracking and monitoring of student progress using the Literacy and Numeracy progressions were important components of the shoulder-to-shoulder support. Students in need were identified and monitoring of their progress was evaluated and recorded and displayed in staff accessible areas.

During these sessions teacher PDPs (Professional Development Plans) were formulated and ongoing facilitation and support were provided.



Playground Fun in the Sun.

## Strategic Direction 3: Strong Partnerships

### Purpose

#### Enhancing an effective, collaborative and inclusive school culture by :

- \*building a supportive and cooperative community by fostering an atmosphere of collegiality and openness.
- \*fostering the common values of our community, while being sensitive to the specific values of various groups which make up the community and acknowledging the rights and responsibilities of parents.
- \*creating a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.
- \*developing the skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility.

### 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

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,280.00

**School Operational Funds:** \$4,340.00

**School & Community:** \$13,745.00

**School support allocation (principal support):** \$21,279.22

### Summary of progress

The restrictions placed upon the school for a long period of time this year have made the enhancement of a collaborative and inclusive school environment difficult to enhance. The planned whole school approach to the review of Wellbeing changed focus from school PBL and Wellbeing processes to adapting to home learning and the challenges it brought to the community (students, staff and parents). Most relationships were enhanced through phone conversations and zoom meetings.

The school continued to work with the Home School Liaison Office (HSLO) to provide support to those children who were not engaging in home learning and were not attending school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Expectations of learning and behaviour are co-developed with all students, staff and community and monitored through explicit learning, behaviour and attendance plans based on the findings from the Wellbeing Self-Assessment Tool.	The Wellbeing Framework Self Assessment Tool activities were to occur at the start of Term 3. Initial Professional Learning and parent & staff workshops were not able to occur. The whole program has been pushed forward to be completed in 2022.  Staff completed explicit PL online focusing on the Behaviour and Engagement link and also became familiar with the Student Behaviour Strategy and completed the Positive Behaviour for Learning refresher.
TTFM Wellbeing data (sense of belonging, expectations for success, advocacy at school) target of 92%	<b>Wellbeing Data (Tell Them From Me)</b>  <b>Students with a positive sense of belonging</b> (77% School Mean, 81% NSW Govt Norm)  76% of girls and 78% of boys felt accepted and valued by their peers and others in the school. When asked about these feelings during Stage 3 class

<p>TTFM Wellbeing data (sense of belonging, expectations for success, advocacy at school) target of 92%</p>	<p>discussions, the most common answer was that they felt disconnected during COVID-19 from their peers. Although they felt teachers were there for them and very supportive when they were learning from home, not being in the classroom and on the playground face-to-face was proving difficult for many.</p> <p><b>Advocacy at School</b> (8.5 School Mean, 7.7 NSW Govt Norm)</p> <p>Girls (8.6) and boys (8.4) felt they had someone at school who consistently provided encouragement and could be turned to for advice. While they mainly turned to their class teachers, students could identify other staff members at school they turned to for advice. They liked the fact that the principal was on the playground a lot and they could talk to her at any time.</p> <p><b>Expectations for Success</b> (8.8 School Mean, 8.7 NSW Govt Norm)</p> <p>School staff emphasized academic skills and held high expectations for all students to succeed.</p> <p>(Girls 8.8 and boys 8.9)</p>
<p>Increase in attendance to lower bound system negotiated target of 84% of all students attending 90% of the time</p>	<p>During Semester 1 in 2021:</p> <p>69.9% of EPPS students attended at or above 90% of the time</p> <p>14% of EPPS students attended between 85% - 90% of the time</p> <p>16.1% of EPPS students attended below 85% of the time</p>
<p>Increased <b>parent and community engagement</b> in student learning identified through surveys, data and attendance at educational meetings.</p>	<p>Due to COVID-19, little interaction between students, teachers and parents at school occurred so it was difficult to report on increased engagement with students learning. However, parents worked with their children during the home learning timeframe with high levels of engagement occurring in most homes. Parents were happy with the direction in which the whole school was moving and stated that their child was happy at school and very keen to return once lockdown was over. The parents expressed their support for the staff especially during the lockdown timeframe and appreciated that they went above and beyond to ensure all students were being supported and lessons provided at appropriate levels.</p> <p>Parent Teacher Interviews during the year were not attended at the usual level of involvement. All interviews were held online.</p>
<p>PLPs, IEPs, Attendances Plans in place for identified students</p>	<p>In 2021, 31 Aboriginal and Torres Strait Islander students were enrolled at Eschol Park Public School. In consultation (by phone and email) the school's designated Aboriginal Support Teacher, the Learning Support Team and parents, classroom teachers and students developed and implemented Personalized Learning Plans (PLPs) to meet the specific needs of all Aboriginal and Torres Strait Islander students. The staff completed online Professional Learning which focused on Indigenous Cultural Awareness Induction 1.0 and Foundation 2.0, community engagement and the implementation of PLPs.</p> <p>Students requiring adjustments and learning support were catered for through the development and implementation of Individual Education Plans (IEPs) in consultation with parents, the Learning Support Team and the class teachers. The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue about how to cater for the varied needs of students in their classes. Student Learning and Support Officers (SLSOs) were employed to assist in the classrooms and on the playground.</p> <p>Attendance Plans were not developed, as such, for students causing concern through poor attendance in Semester 1 but were monitored closely by the HSLO. During lockdown it was difficult to determine if children were completing set tasks specifically those with home delivered learning packs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,978.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Eschol Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and High Impact Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• School Learning and Support Officers (SLSOs) were employed to provide support for the students who were identified through the Integration Funding Process. This support included working in the classrooms supporting these children with their learning, specifically in the Initialit lessons, Maths groups, Fine Motor Programs and day to day activities such as helping with recess and lunch transitions. The SLSOs also worked on the playground supporting those children who found it difficult to make and sustain friendships, through Playground Clubs Programs.</li> </ul> <p>During lockdown these SLSOs were at school each day supporting the children of Essential workers.</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students identified through the Integration Funding Support process were supported in the classrooms and on the playground to improve their learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue with the implementation of the Integration Funding process to support high needs students.</p>
<p>Socio-economic background</p> <p>\$199,179.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eschol Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• High Expectations and High Impact Learning</li> <li>• Quality Teaching Through Strong Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• An Executive Teacher was released from class to take on the role of Instructional leader. Her role was to mentor beginning and newer teachers and enhancement of teacher professional learning across the school. She introduced and implemented Quality Teaching Rounds, the MacqLit Intensive Reading Program with Stage 3 students and also taught a Maths group and MacqLit Group daily. Considerable funds were provided to support the Initialit, Macqlit, Mini Lit and Multi Lit programs.</li> </ul> <p>Employment of an EAL/D teacher allowed for two extra days per week of support.</p> <p>Aboriginal PLPs and Data Analysis, Professional Learning, Subscriptions and In-services and Additional in class support for NAPLAN students were also supported by Socio-Economic Background Funds.</p> <p>Unfortunately, due to COVID-19 restrictions and lockdown, very few professional learning programs that were earmarked for Socio-Economic Background funds, were not implemented. Staff completed the majority of their Professional Learning via Zoom or Microsoft Teams.</p>

<p>Socio-economic background</p> <p>\$199,179.00</p>	<p><b>The allocation of this funding has resulted in:</b> Fully resourced InitialLit, Mini Lit, Multi Lit and MacqLit Programs. The programs were fully implemented through the leadership of the Instructional leader/Mentor teacher and continued via Zoom during the extensive lockdown timeframe. Effectiveness of the programs will be analyzed in 2022 when they have been running for a full 12 months. EAL/D students received an extra 2 days per week of support time with the focus being specifically on talking and listening and writing.</p> <p>The support teacher working with Aboriginal And Torres Strait Islander students was able to complete all PLPs and extensive data analysis (particularly in mathematics achievement).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Hopefully with a return to normal at-school timeframes, the "Lit" programs will be able to be fully and extensively implemented. A return to face-to-face Professional Learning will resume which will allow the Instructional Leader/Mentor to continue to enhance and facilitate professional learning across the school.</p>
<p>Aboriginal background</p> <p>\$26,277.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Eschol Park 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and High Impact Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a Support Teacher one day per week to work with specific needs based groupings. She worked with staff, parents, and students to formulate effective Personalized Learning Plans (PLPs) and completed appropriate data analysis of student progress. She provided in-class NAPLAN support for those Year 3 and 5 children who sat NAPLAN in 2020.</li> <li>• Staffing release was provided to support development and implementation of Personalised Learning Plans with parents, Aboriginal support teacher and the students. The PLPs included: planning areas, people involved in the development of the PLP, current strengths (according to child, parent and teacher), aspirational goals and strategies to achieve these goals.</li> <li>• Due to lockdown and COVID-19 restrictions the students were not able to participate in any external activities but plans for 2022 include Opportunity Hub participation, Cultural Day at Campbelltown TAFE, NAIDOC Community celebrations, and Heartbeat: Science Matters and Keeping Pace.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The full funding allocation was expended to employ the support teacher one day per week for the year. All Aboriginal and Torres Strait Islander students were supported through the year. NAPLAN results in Year 3 were pleasing: 33.33% of Year 3 Aboriginal students achieved the top two bands in Reading. 66.67% of Year 3 Aboriginal students achieved the top two bands in Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To implement plans for 2022 which include Opportunity Hub participation, Cultural Day at Campbelltown TAFE, NAIDOC Community celebrations, and Heartbeat: Science Matters and Keeping Pace. The support teacher will continue to provide learning support in Reading and Mathematics for identified students and those specifically identified from 2022 NAPLAN.</p>

<p>English language proficiency</p> <p>\$71,313.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eschol Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and High Impact Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a teacher three days per week using both FTE (0.2) and Flexible funds. This teacher worked 5 days per week in total and supported students in small intensive group sessions and also in the classroom working with class teachers. An in-school Harmony Day Celebration acknowledged the many cultures represented at the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Analysis of Check -In Data indicated that EAL/D students were achieving at comparable levels to other students at the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to track and monitor EAL/D students throughout the year to inform appropriate planning to flexibly support individual needs of students. Provide teacher professional development to support effective classroom practice. Use other funding sources to employ staff to supplement the small allocation through SBAR</p>
<p>Low level adjustment for disability</p> <p>\$113,396.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Eschol Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and High Impact Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Targeted students were provided with an evidence-based intervention - Initialit, MiniLit and MacqLit to increase learning outcomes for targeted students.</li> <li>• Specialist staff (Learning &amp; Support Teacher - L&amp;ST) collaborated with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <li>• L&amp;ST &amp; Learning Support Team developed needs-based learning and support programs in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students requiring adjustments and learning support were catered for through the development and implementation of Individual Education Plans (IEPs) in consultation with parents, the Learning and Support Team and class teacher. The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue about how to cater for the varied needs of students in their classes. SLSOs were employed to assist in the classrooms and on the playground.</p> <p>122 students (including those accessing Intensive Learning Support (ILSP) funding) were referred for and received learning support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Target student assistance for all students requiring adjustments to support their individualized learning, provide teacher professional development to support effective classroom practice, employ additional SLSO personnel to</p>

<p>Low level adjustment for disability</p> <p>\$113,396.13</p>	<p>support students requiring disability adjustments, and continue to purchase high quality resources to support students' learning outcomes .</p>
<p>Literacy and numeracy</p> <p>\$10,778.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Eschol Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and High Impact Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a support teacher one day per week for Terms 1 &amp; 2 allowed for focused support for Stage 3 students. This teacher worked with the EAL/D teacher to focus on writing for those students identified as needing specific support in this area.</li> <li>• Updating writing resources to meet the needs of Stage 3 students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for students in Stage 3. Semester One school based data indicated that in writing 62% of Year 5 students and 68% of Year 6 students achieved at or above grade benchmarks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Identify Stage 3 students who require specific support in writing and provide small group and individual tuition.</p>
<p>QTSS release</p> <p>\$67,046.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eschol Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Through Strong Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staffing to support staff collaboration in the implementation of high-quality curriculum. Assistant principals provided with additional release time to support classroom programs and to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An Instructional Leader/Mentoring Program implemented by Executive staff focused on extensive professional learning opportunities for each teacher in the school as well as explicit tracking of student achievement progress. The main focus areas of the provided support were the development of staff knowledge of the Science of Reading and Vocabulary development. Tracking and monitoring of student progress using the Literacy and Numeracy progressions were important components of the shoulder-to-shoulder support. Performance and Development Plans (PDP) were a regular feature of the QTSS Program and each teacher spent considerable time with their stage supervisor ensuring their professional learning needs were being met.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Establish and effectively implement Quality Teaching Rounds to enable staff to develop a thorough understanding of the Quality Teaching Framework. Continuation of the provision of executive release, enabling school leaders to participate in mentoring opportunities for all staff (particularly beginning teachers) and data collection and analysis.</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 Eschol Park Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and High Impact Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional LaST time (to supplement the 0.7 allocated to 1.0 FTE) to address the identified needs for students who required additional support in literacy and numeracy</li> <li>• Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Intensive small group lessons provided daily through the Mini Lit and Multi Lit (Reading) programs targeting Year 1 &amp; 2 students who were identified as not meeting minimum standards. These funds were also used to provide daily in-class support for K-2 students in Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support identified students in Kindergarten to Year 2 with intensive small group lessons to support Reading, Writing and Numeracy.</p>
<p>COVID ILSP</p> <p>\$176,016.32</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers to deliver small group tuition, releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• Providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• Providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>One full time and two part time teachers were employed to deliver small group intensive lessons for those students identified as being impacted upon by the COVID-19 lockdowns and flexible learning in 2020. Students were identified through rigorous assessment data. Lessons consisted of daily Reading, Writing and Maths Lessons structured to work from where there were identified gaps in learning. Staff and ILSP team members also completed Professional Learning modules online. All students who accessed support through this program had an IEP developed, implemented and monitored throughout the year.</p> <p>Provision of this support in 2021 proved difficult through the Semester Two transition to Home learning timeframe with many of these students not accessing the support being provided. Staff hand delivered fortnightly lessons to the homes of identified ILSP students acknowledging the difficulty faced by many of online learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP  
\$176,016.32

Continue to support students whose learning has been interrupted by COVID restrictions through thorough analysis of data, identification processes and employment of teachers to deliver the program. Refine the assessment and evaluation recording process.



Senior students provide some good fun activities for the younger students at lunch times.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	157	171	163	167
Girls	190	186	192	187

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	92.6	93.6	91.1
1	95.2	91.6	90.1	92.3
2	94.7	92.2	89.8	91.4
3	92.5	94.4	91.2	92.8
4	93.6	92.1	89.5	92.4
5	94.7	93.5	89.6	92.7
6	93.6	92.9	89.6	90.9
All Years	93.9	92.7	90.5	91.9
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

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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.



Leadership Team 2021

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.83
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.2
School Administration and Support Staff	2.92

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	410,528
<b>Revenue</b>	3,672,695
Appropriation	3,615,460
Sale of Goods and Services	16,101
Grants and contributions	40,065
Investment income	269
Other revenue	800
<b>Expenses</b>	-3,611,993
Employee related	-3,372,257
Operating expenses	-239,736
<b>Surplus / deficit for the year</b>	60,702
<b>Closing Balance</b>	471,230

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.



The school supports the Meals on Wheels Community Easter Program.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	65,978
<b>Equity Total</b>	452,102
Equity - Aboriginal	26,278
Equity - Socio-economic	241,115
Equity - Language	71,314
Equity - Disability	113,396
<b>Base Total</b>	2,684,994
Base - Per Capita	87,513
Base - Location	0
Base - Other	2,597,480
<b>Other Total</b>	204,600
<b>Grand Total</b>	3,407,674

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.



Harmony Day is a special celebration at EPPS.

## 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](https://myschool.edu.au) to access the school data.

### YEAR 3

Strong growth evident in Year 3 READING in top two bands:

2021-56% 2019-50% 2018-56% 2017-40%

Strong growth evident in Year 3 NUMERACY in top two bands:

2021-44% 2019-41% 2018-45% 2017-35%

### YEAR 5

Varied growth evident in Year 5 READING in top three bands:

2021-54% 2019-59% 2018-56% 2017-61%

Varied growth evident in Year 5 NUMERACY in top three bands:

2021-36% 2019-44% 2018-42% 2017-41%



Colourful Hair Day supporting Stewart House.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students, and teachers about the school. We used the **Tell Them From Me Survey** and school based discussions to gauge the feelings thoughts and opinions of the school community particularly in light of the challenges presented by the COVID-19 lockdown timeframe - all of Term 3 and half of Term 4.

### **STUDENT results indicated:**

There were clear rules and expectations for classroom behaviour. Students understood these and teachers maintained high expectations that they be followed. Teachers set clear goals for learning, established expectations, checked for understanding and provided feedback. (8.3 School Mean. 7.5 NSW Govt Norm)

Students indicated a positive growth orientation by setting challenging goals for themselves in their schoolwork and by aiming to do their best (9.1 School Mean. 7.9 NSW Govt Norm)

Students felt accepted and valued by their peers and by others at the school. Students had a strong positive sense of belonging. Students displayed positive behaviour at school and reported that they did not get into trouble at school for disruptive or inappropriate behaviour (8.7 School Mean. 8.3 NSW Govt Norm)

Students felt that they have someone at school who consistently provided encouragement and could be turned to for advice. (8.5 School Mean. 7.7 NSW Govt Norm) Some students expressed that they felt anxious about returning to school after lockdown and counselling was provided to those who needed it.

83% of Aboriginal students felt good about their culture with 17% neither agreeing nor disagreeing. They felt good about their culture while at school and indicated that 83% of teachers had a good understanding of their culture.

The extent to which students agreed about the quality of their experiences when learning from home varied. 98% felt that the resources provided were appropriate, 100% received solid feedback from their teachers, and 84% felt connected through the technology used. They loved it when the principal sat in on their lessons and provided feedback. Unfortunately, not all students engaged with home learning.

Students indicated that they were happy at school and were happy with what was happening at their school. They liked their teachers and were proud of their school.

### **STAFF results indicated:**

The collaborative and inclusive nature of the school was very high. The staff strived to meet the learning needs of all students and support was provided to teachers at appropriate levels.

Staff discussed the learning goals for lessons with the students (8.6 School Mean) and monitored the progress of individual students (9.3 School Mean). High expectations were set for student learning (9.4 School Mean). Results from formal assessment tasks were used to inform lesson planning (8.8 School Mean)

Staff were happy at school and were given many opportunities for professional development (online due to COVID-19 restrictions). They worked with school leaders to create a safe and orderly school environment - this was especially important when the students returned after lockdown.

Clear expectations for classroom behaviour were established (9.4 School Mean) and high expectations were set for student learning (9.4 School Mean) (Challenging and Visible Goals).

Experiences of learning from home - 54% indicated that students learnt at home, 83% indicated that the school was able to support home learning, 79% felt they were well prepared to teach online and 59% felt connected to their students and the school community. All staff returned to school once the lockdown was over.

### **PARENT results indicated:**

They were happy with the direction in which the whole school was moving and stated that their child was happy at school and very keen to return once lockdown was over. The parents expressed their support for the staff especially during the lockdown timeframe and appreciated that they went above and beyond to ensure all students were being supported and lessons provided at appropriate levels. 90% of parents felt that school contact during home learning was high and 80% of parents felt that the school provided enough home learning resources for mathematics.

The students were the school's main concern and student achievement was recognized and celebrated.

The teachers had high expectations for their child to succeed and they supported the focus on positive behaviour at school.

Parents, staff and students all stated that the office staff responded to enquiries and request in a friendly and helpful manner and were highly appreciative of their reassurances during the COVID-19 lockdown.

100% of parents indicated that their child was enrolled in their first choice of public school.



School Captains and Vice Captains  
2021

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.