

2022 Annual Report

Engadine Public School



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Introduction

The Annual Report for 2022 is provided to the community of Engadine 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

Engadine Public School
Waratah Rd
Engadine, 2233
<https://engadine-p.schools.nsw.gov.au>
engadine-p.school@det.nsw.edu.au
9520 8559

Message from the principal

This report details the exceptional progress of our students, staff and community throughout 2022.

Our student growth and attainment has been outstanding, with improved student outcomes in reading and mathematics across the school. The work our teachers are doing, led by our Assistant Principal Curriculum and Instruction, is evidence based and rigorous and the results are reflected in both NAPLAN and on internal school measures.

Students, staff and families support each other and work together as a close-knit community. In 2022 it was exciting to be able to open up our doors again and welcome in our parents and families. Community engagement is fundamental to providing the best for our students, as we all work towards the common goal of providing excellence in teaching, learning and student wellbeing.

I am proud to lead Engadine Public School - a shining example of public education and community spirit.

Sara Swift

Message from the school community

On behalf of the P&C I would like to thank all of the staff here at Engadine Public School. We are so thankful for all that you do, teaching, nurturing, guiding and supporting our children.

A special thanks to Mrs Swift for your continued calm leadership of our school through another year filled with challenges and changes. Thank you for putting the safety of our children, the staff and families first, even though the decisions are hard to make! We truly appreciate you.

I'd also like to thank our amazing admin staff, Jo, Donna and Rachel. Your mostly behind the scenes efforts help to keep the systems running smoothly. Another special thank you to Mr Paul for everything that you do. You are always so happy to help, going out of your way without hesitation.

Finally, I'd like to thank the P&C committee. Thank you to all of the volunteers who have given so much time to support our school. The P&C operate the Uniform Shop, Canteen, Book Club, 90th Anniversary Fete, fundraising, election day cooking, baking and serving, pie selling, Christmas tree hauling, Easter egg raffles, Mother's and Father's Day stalls. You are all amazing, thank you for your dedication and hard work. To the Executive team, thank you for the many many behind the scenes hours of extra time you give to support the school.

Throughout 2022 the hard work of our P&C has resulted in the following amazing contributions: the upgrade of technology in classrooms, funds towards our school's Opportunity Fund, the design and introduction of a new sport shirt for Stages 2 & 3, the creation of some beautiful murals for our Junior amenities block, the purchase of a new cordless

microphone system, the donation of books to the library from our work with Scholastic, the provision of decodable readers to support the InitialLit program, the provision of a P&C Resilience Award, thousands of dollars put towards savings for our playground upgrade, as well as the purchase of several appreciation and farewell gifts for staff throughout the year.

Mrs Trista Morgan, P&C President

Message from the students

In 2022, we had an amazing year with the Student Representative Council (SRC) at Engadine Public School. The students in the SRC shared their ideas every fortnight with their peers from Kindergarten to Year 6. We talked about ways we could help to make positive changes and improvements to our school.

We did a whole heap of fundraisers, ranging from a fun Footy Colours Day, where we raised \$1200 for the Fight Cancer Foundation, to a spectacular Crazy Hair Day, where we raised money for EPS students who were travelling to compete in national sporting events.

We talked about making improvements to our school buildings and decided to organise a cosy Breakfast and Pyjama Day to fundraise for new paintings in the bathrooms. We raised over \$940 and we all talked with our classes and shared our ideas for artworks, which were finalised and beautifully painted by Ms Rowan.

To top off a successful year, we had a spectacular Colour Explosion that everyone enjoyed and raised over \$22,000 to purchase new technology for our school.

Thank you to the students, parents and community who supported all of our SRC events and fundraisers.

Belvah Tomasetig



Colourful fun in the sun!

School vision

Engadine Public School nurtures safe, respectful, responsible learners in an inclusive environment, in which every student is known, valued and cared for. Wellbeing and student growth are achieved through evidence based, data informed, quality teaching practices. We hold high expectations of our students and staff and work in positive partnership with our parents and wider community.

School context

Engadine Public School is situated in central Engadine, close to the Royal National Park. The school has classes from Kindergarten to Year 6 with a current enrolment of approximately 400 students. The school has four support classes meeting the learning needs of students with autism and mild and moderate intellectual disabilities. School enrolment includes 18% of students with a non-English speaking background and 2% of students of Aboriginal and Torres Strait Islander background.

Engadine Public School provides a positive and inclusive environment in which students are encouraged to be safe, respectful, responsible learners within a Positive Behaviour for Learning (PBL) framework. The school community values student growth and wellbeing. Our strategic directions focus on student growth in reading and numeracy, using data effectively to inform quality teaching and learning and positive wellbeing.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to differentiated learning. Teachers will be supported to successfully plan for and deliver quality instruction to students with additional needs including those identified as high potential and gifted. We will focus on the continual monitoring of student performance data and streamlined data collection practices which will enable greater consistency of teacher judgement within Engadine Public School and across schools.

The Parents and Citizens Association supports the school with various initiatives in order to provide additional resources for students. The school encourages the community to be informed and to engage in collaborative opportunities to enhance student academic achievement and wellbeing.

Uniting Before and After School Care (BASC) offers two services in Engadine and both provide quality education and care for children from Kindergarten to Year 6. The services operate from Engadine Public School and nearby Chipilly Avenue in the grounds of the Uniting Church.



A bountiful harvest from the school veggie patch!

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in reading and numeracy, we will implement evidence-based teaching practices, reflect on research and use data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

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.

- Explicit Teaching of Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$11,866.16

Literacy and numeracy intervention: \$22,984.20

English language proficiency: \$64,666.81

Literacy and numeracy: \$16,062.61

Low level adjustment for disability: \$33,682.00

Summary of progress

Activities

In 2022, some of our high level activities in this strategic direction included: Instructional Leadership in reading, the implementation of InitialLit (an evidence-based explicit reading program across K-2), collaborative planning sessions for teachers, resource development and allocation aligned with our new approach, targeted professional learning for casual teachers, provision of small group interventions for identified students, reinforced reading training for all School Learning Support Officers and preparing for the K-2 curriculum reform in English and maths.

Impact

Our internal measures, as evidenced in the InitialLit Cumulative Review, indicate substantial growth in student reading outcomes with an increase in 'on track' student reading outcomes from 59% to 87%.

Our small group (Tier 2) interventions were hugely successful, with students accessing our MiniLit groups improving by 143% in fluency. Our students who accessed the MacqLit group instruction improved in fluency by 171%.

PLAN 2 data showed a massive reduction in students with 'at risk' reading outcomes, moving from 34% down to 3% for Stage 2 and from 25% to 3% in Stage 3. 93% of students across K-2 were shown to be achieving or exceeding benchmarks in reading.

NAPLAN results showed a similar success, with students in Yr. 3 increasing from 32% in 2021 to 72% in the top two bands of reading, beating the state by 18%. IN Yr. 5, our students moved from 49% in 2021 to 61.7% in the top two bands, beating the state by 21.3%.

Planning forward

In 2023 we will maintain our instructional leadership approach, led by our newly recruited Assistant Principal Curriculum and Instruction, with a continued focus on English and mathematics teaching and learning. This will align with the focus on K-2 curriculum reform. Our AP C&I will deliver targeted professional learning, facilitate and schedule collaborative teacher planning sessions and support teams to develop units of work as well as new scope and sequence programs for English and maths.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5.	In our NAPLAN results, in Year 3 reading we increased from 32% in 2021 to 72% in the top two bands, beating the state by 18.1%. For Year 5 we increased from 49% in 2021 to 61.7% this year, beating the state by 21.3%
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5.	In our NAPLAN results, in Year 3 reading we increased from 47% in 2021 to 50% in the top two bands. For Year 5 we increased from 34% in 2021 to 38% this year.
Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.



Thumbs up for InitiaLit!

Strategic Direction 2: Wellbeing Quality Curriculum Delivery

Purpose

Within a culture of high community engagement we will support students to connect, succeed and thrive by coordinating a strategic and planned approach to develop whole school wellbeing and learning support processes.

At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive 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.

- Student Engagement

Resources allocated to this strategic direction

Integration funding support: \$195,761.00

Socio-economic background: \$32,313.53

Professional learning: \$10,000.00

Aboriginal background: \$6,232.80

Summary of progress

Activities

In 2022 our sharp and narrow focus for this strategic direction was student engagement. Some of our high impact activities included: analysing student data around student engagement in learning, embedding the use of Learning Intentions and Success Criteria across all learning activities, strengthening our Personalised Learning process for our First Nations students and families, strengthening our attendance procedures to include weekly discussion at staff meetings, the use of an automated SMS notification to parents, the provision of professional learning for all staff on school expectations and procedures, and the provision of targeted enrichment opportunities for identified High Potential and Gifted students.

Impact

Results of teacher surveys indicate that 91% of all literacy lessons across K-2 had explicit Learning Intentions and Success Criteria, and across Yrs. 3-6 100% of teachers were embedding the process. 100% of teachers agreed that the use of Learning Intentions and Success Criteria have helped to identify student goals and growth.

In 2022 Personalised Learning Pathways (PLPs) were developed in consultation with parents, families, students and teachers. Every PLP had learning goals that included a focus on culture, connection, literacy and numeracy. Teachers noticed a measurable increase in student engagement in their learning at school.

Results of our focused approach towards improving attendance have shown a significantly reduced number of unexplained absences across the school. At the end of the year we had only 3 unexplained absences with less than 90% attendance and those students were receiving targeted support through a case management approach.

100% of our High Potential and Gifted Education (HPGE) students had an Individual Learning Plan developed in consultation with teachers and parents. Across the school we identified that 5.1% of all Individual Learning Plans were created to specifically differentiate curriculum and meet the needs of HPGE students.

Planning forward

In 2023 we will continue a strategic approach to strengthening and embedding our work in the areas of individualised learning and support, HPGE and Aboriginal Education. We have now recruited an Aboriginal Education Officer and look forward to working with her as she forges valuable community connections to build cultural safety for our First Nations students and families.

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
Attendance target Increase the % of students attending >90% of the time to be at or above the lower bound system negotiated target.	The number of students attending greater than 90% of the time has decreased. This is explained due to the third year impacted by a pandemic.
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system negotiated target.	Tell Them From Me data shows a decrease of reported positive wellbeing, including decreases in advocacy at school, sense of belonging and expectations of success. Tell them from Me student results remained stable between Semester 1 and Semester 2 with 92% of students having expectations of success. This is explained due to the third year impacted by a pandemic.
Increase the number of high potential students accessing an increased number of talent development programs from 2021 baseline plus 5%.	All students identified as HPGE accessed enrichment programs and opportunities across the school. 5.1% of all Individual Learning Plans across the school were created specifically to differentiate curriculum and meet the needs of high potential and gifted students.
Increase the number of students in our specialised support classes meeting or exceeding their individual learning goals/stage benchmarks so that equity gaps are closing from 2021 baseline plus 3%	64% of students in our four specialised support classes achieved their co-developed Literacy goal as part of their Individual Education Plan.



A warm breakfast and PJ Day!

Strategic Direction 3: Assessment and Data Informed Practice

Purpose

To develop and apply systematic assessment strategies and data analysis to monitor student progress and achievement, using consistent, evidence based judgements. Teachers will enhance skills and understanding in using data to identify the needs and strength of every student to inform planning, identify interventions and modify teaching practices to improve student learning outcomes.

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.

- Assessment and Consistency of Teacher Judgement
- Data Informed Practice

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Low level adjustment for disability: \$68,952.60

Summary of progress

Activities

In 2022 some of our high level activities in this strategic direction included: the development and use of systematic assessment strategies, professional learning and collaborative teacher planning, stage team planning and the development of learning programs with links to the progressions, embedding regular formative assessment points and stage teams analysing assessment data to inform planning.

Impact

95% of teachers across the school are now using Learning Intentions and Success Criteria in all learning activities.

All teachers have noticed an improvement in the quality of student work and student awareness of how they can set goals to improve their learning.

All Tier 2 students were identified across the school and provided with targeted intervention programs in reading.

Forward planning

In 2023 we will work across stage teams to develop a suite of assessments and a schedule that aligns with curriculum reform. We will consolidate our work on improved Consistent Teacher Judgement (CTJ), using a stage team approach to planning, assessing and reporting.

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
Formative Assessment - Consolidate the routine collection and use of assessment data that monitors achievements and gaps in learning to inform their teaching and adapt their practice to meet the learning needs of students. Summative Assessment - Assessment is used as a tool to support learning. Teachers use reliable assessments to	Formative Assessment - <ul style="list-style-type: none">• Teacher surveys and analysis of PLAN2 indicate 100% of teachers participated in routine collection of student achievement data with a specific focus on Phonic Knowledge and Word Recognition, Phonological Awareness and Understanding Texts.• Document analysis of learning programs indicate 95% of learning programs include evidence of links to National Literacy and Numeracy Learning Progressions to meet individual student needs.• Teacher surveys indicated 80% of teachers regularly make notes for formative assessment and use these notes to enter data/report on student progress.

<p>capture information about student learning and data is systematically collected.</p> <p>Student Engagement - Teachers continue to share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.</p>	<p>Summative Assessment -</p> <ul style="list-style-type: none"> • 100% of teachers provided with, and utilise, assessment folders compiling all resources for reliable assessment of Phonic Knowledge and Word Recognition and Phonological Awareness. • Internal assessment data showing greater correlation with external data sources, indicating that internal assessments are becoming more reliable and accurately judged. <p>Student Engagement -</p> <ul style="list-style-type: none"> • Teacher surveys and analysis of teaching and learning programs indicate 95% of staff utilise learning intentions and success criteria in their literacy lessons to establish learning goals for all students. • Student surveys indicate that 66% of Stage 2 and 3 students know what they need to do to improve as a reader and 54% of stage 2 and 3 survey respondents indicated that they received feedback on their learning. This indicates that although teachers have continued to share criteria for student assessment and created opportunities for students to receive feedback, this remains an area of growth.
<ul style="list-style-type: none"> • Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. All teachers contribute to the gathering and analysing of data. The leadership team analyses student progress and achievement data for insights into student learning. 	<ul style="list-style-type: none"> • 100% of teachers have accessed and engaged in differentiated professional learning in the form of coaching and mentoring that has built teacher skills in the collection, analysis, interpretation and use of student progress and achievement data. • Teacher surveys indicate that 90% of teachers are confident in entering data on PLAN2 and 86% of teachers are confident utilising PLAN data to identify student goals and growth. • Analysis of ALAN has indicated that 100% of teachers have contributed to the gathering and analysis of data. • Assistant Principals have been responsible for analysing overall student progress and achievement data for their areas of responsibility. This analysis has shown greater correlation between internal performance measures and external performance measures.



Analysis in action!

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$195,761.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Engadine 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"> • Student Engagement <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 targeted professional learning around Occupational Therapy adjustments • consultation with external providers for the implementation of behaviour support and occupational therapy strategies • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All ILP's 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 will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$32,313.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Engadine 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"> • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Year 3 and 5 NAPLAN reading results above both state and SSSG.</p> <p>After evaluation, the next steps to support our students will be: To continue to support families financially so they can engage in all school activities. To maintain resourcing of identified students who need financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$6,232.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Engadine 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</p>

<p>Aboriginal background</p> <p>\$6,232.80</p>	<p>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"> • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Our Aboriginal students and their families have expressed that they feel supported and included in all school aspects, including PLP discussions and creation of meaningful goals. Staff coordinating our Aboriginal Education focus area have attended AECG meetings, undertaken relevant PL, shared resources and important dates with all staff and have liaised with AECG recognised service providers to offer valuable learning opportunities for our students.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will engage an Aboriginal Education Officer to facilitate improved community engagement, including the engagement of students and their families with the PLP process.</p>
<p>English language proficiency</p> <p>\$110,635.21</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Engadine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$102,634.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Engadine 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>

<p>Low level adjustment for disability</p> <p>\$102,634.60</p>	<ul style="list-style-type: none"> • Explicit Teaching of Reading • Assessment and Consistency of Teacher Judgement <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 (InitialLit, MultiLit and MaqLit) 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 • 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 the following impact: Identified students in Stage 1 have all made huge reading gains and are meeting expectations. Students from Stage 2 have been identified and received effective support through the MaqLit program and SLSOs have been trained to provide 'booster groups' for ES1 remediation. All students involved in remediation groups have made substantial reading growth.</p> <p>After evaluation, the next steps to support our students will be: The development, aligned with the curriculum reform resources, of a new literacy scope and sequence. We aim to also link with our local high school to develop a collaborative approach in teaching textual concepts for Stage 3 students.</p>
<p>Professional learning</p> <p>\$31,866.16</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Engadine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Reading • Student Engagement • Assessment and Consistency of Teacher Judgement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. • significant PL for K-2 and support class staff in InitialLit. • PL around including Literacy Progression markers in all planning. • Instructional Leader delivers PL re using LISC. • Growth data continually collated and analysed to plan intervention groups. <p>The allocation of this funding has resulted in the following impact: Our 'at risk' student numbers have significantly declined. Teachers are more able to determine achievement of learning goals based on use of LISC. Impact can be seen in our NAPLAN results, as well as on internal assessment data.</p> <p>After evaluation, the next steps to support our students will be: Use of LISC needs to be consolidated so teachers are able to independently implement. New staff in 2023 will be supported with PL (K-2 curriculum reform and InitialLit). Maintain close monitoring of student data to inform targeted planning.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$16,062.61</p>	<p>literacy and numeracy learning needs of students at Engadine Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Reading <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 • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in MiniLit, MacqLit, K-2 Curriculum Reform PL. <p>The allocation of this funding has resulted in the following impact: Whole school stocktake of reading resources, enabling ease of access to quality reading resources relevant to each stage. Specialist and SLSO timetables have been reworked to enable targeted allocation of booster groups. All students involved have made substantial reading growth. We have developed a Curriculum reform PL schedule and all teachers have received additional time off class to complete mandatory training.</p> <p>After evaluation, the next steps to support our students will be: Planning will begin this term on the development of a new literacy scope and sequence, beginning with K-2 and InitialLit/new curriculum, followed by discussions about writing and linking with the high school to look at textual concepts.</p>
<p>QTSS release</p> <p>\$81,708.83</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Engadine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: This funding has enabled the employment of a full time class teacher above establishment. The teacher has taken on a Stage 3 class, as this is where we had overcrowded classes. The ability to run 4 single streamed classes has significantly improved outcomes for our Stage 3 students, reducing the number of reactive behavioural incidents and allowing planning of relevant transitional learning activities for our Year 6 students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, based on student numbers, we will require the additional teacher to be in Stage 1. This will be our largest Stage next year and an additional teacher in the K-2 will enable increased capacity to embed the K-2 curriculum reform, as well as consolidate the progress we are experiencing with our approach to early years reading instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Engadine 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</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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 the following impact: Relevant PL for teachers (InitialLit) that has resulted directly in improved outcomes for our students against reading markers. Support across the school of our Instructional Leader, leading to upskilling of all teachers in their approach to the teaching of reading. All students are making exceptional growth in reading, as evidenced in both NAPLAN and on internal assessment data.</p> <p>After evaluation, the next steps to support our students will be: Consolidate use across the school of LISC. Support new staff with PL in InitialLit and K-2 reform.</p>
<p>COVID ILSP</p> <p>\$70,406.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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 • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: 17 Stage 1 students participated in Tier 2 MiniLit intervention. These students averaged a 143% improvement in reading progress by the end of Term 4. The ILSP Program began in Term 1 with a focus on Literacy - Phonics and Phonological awareness and improving fluency in reading. Due to staff absence, we were unable to continue with the ILSP in Term 2. We recommenced the program in Term 3, employing a SLSO to implement the program under the guidance of the Learning and Support Team. 18 students participated in the Macquarie university MultiLit Reading Tutor and Reinforced Reading program. Over the course of Semester 2 these students averaged a 174% increase in reading fluency as tested by the Whedall assessment of reading passages. 6 students participated with Macquarie University's MacqLit program. These students averaged a 174% improvement in reading fluency at the end of Semester 2.</p> <p>After evaluation, the next steps to support our students 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. Providing additional in-class support for some students to continue to meet their</p>

COVID ILSP

\$70,406.00

personal learning goals will also be a priority.



Small group support.

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	208	205	212	206
Girls	171	180	173	172

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.3	96.8	95.0	90.7
1	95.2	96.1	94.5	91.5
2	94.2	94.2	95.3	91.0
3	93.7	95.1	94.5	91.4
4	93.8	94.6	95.1	89.9
5	94.9	94.7	93.3	90.2
6	93.2	96.2	93.6	90.5
All Years	94.6	95.4	94.5	90.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	16.28
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	0.6
School Administration and Support Staff	6.82

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	423,737
Revenue	5,073,012
Appropriation	4,790,077
Sale of Goods and Services	42,273
Grants and contributions	235,286
Investment income	5,375
Expenses	-5,142,038
Employee related	-4,518,922
Operating expenses	-623,116
Surplus / deficit for the year	-69,027
Closing Balance	354,710

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.

	2022 SBAR Adjustments (\$)
Targeted Total	218,022
Equity Total	251,063
Equity - Aboriginal	6,233
Equity - Socio-economic	32,314
Equity - Language	110,635
Equity - Disability	101,881
Base Total	3,497,544
Base - Per Capita	103,801
Base - Location	0
Base - Other	3,393,743
Other Total	636,380
Grand Total	4,603,009

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

Tell Them From Me surveys - parent, student and teacher

Student advocacy and wellbeing system negotiated targets were not reached in 2022. This is explained due to the third year impacted by a pandemic. Despite this, Tell Them From Me student results remained stable between Semester 1 and Semester 2 with 92% of students having expectations of success. Results from the teacher survey revealed teachers at our school surveyed above the stage average in 7 of the 8 eight drivers of student learning - Leadership, Parent involvement, Inclusive school, Data informed practice, Learning Culture and Collaboration. We have seen a pleasing increase in parent participation in the Tell Them From Me surveys. In 2020 34 parents completed the TTFM parent survey. In 2021 75 parents engaged with the process. In 2022 105 parents responded to the Partners In Learning Survey.

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.

Aboriginal Education - School statement

2022 was a fantastic year for Aboriginal Education at Engadine Public School. A highlight was the implementation of the Deadly Choices Program. This program is in partnership with the Cronulla Sharks and supports Community Controlled Health services across NSW. The program promotes the importance of being active and healthy eating. Our Aboriginal students enjoyed their sessions over Term 2 and received a fabulous Deadly Choices football jersey at the conclusion of the program. Another highlight was the Kurranulla Mentoring Program. Mentors worked with some of our senior students each Thursday. They participated in art sessions, created personal acknowledgments, and spoke about the importance of their culture and connection to country.

During NAIDOC celebrations we welcomed Torres Strait Islander artist Majeda Beatty. Majeda took EPS on a journey of Australia's First Nation dreamtime through an interactive and vibrant experience. Both Aboriginal and Torres Strait Island cultures were shared through song, dance, and language. It was a fabulous experience for our K-6 students which they thoroughly enjoyed. Students also participated in NAIDOC lessons within the classroom exploring different themes and perspectives.

We concluded the year with local artist Lyle Ah Sam working with our Aboriginal students to create a beautiful mural which is now displayed in our Aboriginal Garden for all the community to enjoy. Lyle drew meaning from our school motto: Believe, Achieve, Succeed, and was inspired by the waratah and its message of courage. Our Aboriginal students' hand prints sit proudly on the mural and represent an acknowledgment of our connection to nature and our elders, past present and emerging.

Finally, we proudly acknowledged one of our students Darcy Rowan who received a Deadly Kids Award. This award celebrated Darcy's achievements in areas such as engagement and leadership. Darcy was a fantastic mentor to our Aboriginal students, proudly reading acknowledgments at events and working with teachers to help organise cultural experiences within our school.

In 2023 we strive to continue to connect our communities and we are excited to welcome Karen Armstrong in her role as Aboriginal Education Officer at Engadine Public School. It was great to connect our Aboriginal families when we hosted a Koori Kids afternoon tea at the end of Term 4. Karen was able to meet students, staff, parents, and local community members. We look forward to 2023 being another exciting year for Aboriginal Education and we will continue to work with our local AECG to build on our ongoing partnership.

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.

Anti-Racism - School statement

All staff participate in mandatory professional learning in anti-racism that supports staff understanding of the nature and

impact of racism.

The school continues to support positive cultural interactions through educational programs and special days, such as Harmony Day. Our dedicated and trained Anti Racism Contact Officer promptly addresses complaints of racism through approaches such as our Positive Behaviour for Learning framework and strategies that promote respectful behaviour.

In 2022 there were no incidents of racist behaviour reported.

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.

Other School Programs (optional)

High Potential and Gifted Education (HPGE)

Students were afforded several enrichment opportunities throughout 2022, including: The Feast Program, creating their own Podcasts, engaging with the art initiative Create East and the National Park Arts program. Selected Stage 3 students participated in the FEAST Program by Oz Harvest. The program focused on healthy eating, sustainability and reducing food waste. Students created and produced their own recipe collection and cook book at the conclusion of this program.

Students developed research skills, and worked collaboratively, completing purposeful projects and creating informative presentations. For example, students shared their learning by preparing and delivering whole school PBL lessons. Selected students in Stages 1 and 2 worked together to develop a podcast for EPS. This was a student led group with segments suggested, researched and written by the students. They completed a survey with the school, wrote questions to interview a staff member, wrote a book report and explained a new school program - InitialLit. 100% of students identified as HPGE had a Learning Plan developed to address individual needs.

The Environmental Team

The Environmental Team is a volunteer student group who meet weekly on Friday lunchtimes. In 2022 there were over 50 Environmental Team members from Years 2 to 6, however not all attended each week. Mrs Taggart and Mr Wooley supervised the students.

The Environmental Team participated in planting and gardening related activities. Students took pride in their school vegetable gardens, establishing new garden beds and growing plants from seeds through to harvest. They also enjoyed eating and sharing their produce. The school community heard about our activities during assembly announcements and then had the opportunity to purchase our produce at seasonal pop-up stalls after school. Funds from these sales, along with a small Return and Earn program, have contributed to the purchasing of seedlings and resources for our gardens.

The whole school were involved in environmental initiatives, including Schools Clean Up Day and Earth Hour.

Parents and local groups provided varied support to our group. One parent applied for environmental grants and assisted with purchases from our successful 2021 Woolworth's Landcare Grant in which we received new garden beds and a native beehive. Another parent delivered a presentation and interactive experience to the whole school educating students about bees. During Term 4 we were supported by parent helpers during our lunchtime group and after school. Southern Sydney Environmental Education Network also resumed in Term 4, for teachers to network and share ideas with colleagues from other local schools. Sutherland Shire Council Nursery continued to provide free soil to top up our garden beds.

In 2023, we plan to further encourage student voice. In addition to our established activities, we also hope to improve our school recycling systems and resume our compost collection program.

Visual Arts

Visual Arts is a valued and well established component of Engadine PS. All students work with a specialist art teacher in

the 'Engadine Kids Art Studio' (a unique purpose-built space offering an art studio experience for all students). All students received an art portfolio of works to take home for reflection and enjoyment. Year 6 students produced an individualised art project (skate-deck/fibre art) in Term 4 as part of their independent art making in preparation for high school.

The whole school Art Show 'Engadine Kids Art Exhibition' enabled community engagement and the opportunity for all students to exhibit their work in celebration of Visual Arts. The opening night was a successful event resulting in high community support and attendance with almost every artwork being sold.

A series of works were created for the 'Not Just a Brush - Pieces to Masterpieces' exhibition at Hazelhurst Gallery in Term 4. Year 5, Stage 2 and a self nominated Year 6 group took part in producing a 3D sculpture, an intricate printmaking collage and a fibre artwork for the exhibition, two of which were selected for display at district office. A year 5 student was selected to open the exhibition at Hazelhurst gallery, delivering a speech on behalf of our school.

Four Stage 2 students were selected to participate in the 'Inspired by Nature' program. The gifted and talented program ran for a day in the Royal National Park where students explored artmaking techniques inspired by the natural environment.



Our Engadine Public School floral emblem, the waratah, shares a cultural message of courage.