

2022 Annual Report

Erina Heights Public School



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Introduction

The Annual Report for 2022 is provided to the community of Erina Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

I would like to acknowledge the wonderful and supportive connections we share with our community. The partnership we share in supporting the educational journey of students at Erina Heights is one that I am very grateful for.

I would also like to acknowledge the hard-working and passionate team of staff we have at Erina Heights, both teaching and non-teaching who are dedicated to creating a positive learning environment for our students through the delivery of quality teaching and learning, and their commitment to providing opportunities like our school concert, choir, band, sporting events and leadership programs and initiatives just to name a few. Opportunities that support the interests and talents of all students, allowing them to grow and shine.

I would like to acknowledge our wonderful students on the growth and progress made throughout 2022. Their first full year of learning at school since 2019 and for Year 2 students, their first ever full year of schooling. They all continued to grow and flourish and didn't let anything stand in the way of achieving their personal best.

Message from the school community

In 2022 we welcomed a year with minimal Covid interruptions! What a welcomed relief that was. A year of doing what we, the P&C, do best, fundraising and gathering as a community to celebrate our wonderful children & amazing school here at Erina Heights.

In 2022, we were again successful in applying for a Community Building Partnership Grant. These grants have supported continuous school improvements particularly in the playground areas available for students.

We acknowledge the service and dedication EHPS staff and thank them for the time and effort they put into building relationships with our children, in addition to the time they spent teaching and nurturing them within the classroom.

We are grateful for the commitment and dedication of the P&C executive team and members, for their ongoing contributions to the school community.

Message from the students

Student reflection from Year 6

The memories we have made are unforgettable. Camp, gala days and school carnivals are only a few of things that we will never forget. We have so many special memories from the time we have spent together at Erina Heights. We have had so many amazing teachers throughout our time here who have all contributed to setting us up for future success and

ready for high school. We had the best seven years of primary school and will never forget all of our friends and the great staff and teachers who have supported us during this time.

School vision

Together towards excellence

Authentic partnerships that push the boundaries of achievement towards excellence for all.

School context

Erina Heights Public School is located on the Central Coast, in the heart of the Erina Heights community. It has a student enrolment of 258 students, forming 11 classes across K-6 and a FOEI of 45. The school was first established in 1892 and still boasts a beautiful heritage listed sandstone building which holds social and historical significance to the local community. The school culture is enhanced by authentic connections with families which span across generations.

Erina Heights PS proudly sits on Darkinjung land and is part of the Brisbane Water network of schools and a member of the Terrigal Learning Alliance (TLA). Our Aboriginal student population is 13 students (5%) and the school has strong links with the local Kuriwa AECG. We have 15 students (6%) with a language background other than English.

Erina Heights PS provides high quality teaching and leadership that promote the optimum conditions for student learning across the whole school. Students are offered opportunities through our student led PBL lessons, student parliament, PSSA sporting teams, band, choir and various creative and performing arts opportunities. Positive Behaviour for Learning and various student leadership initiatives provide opportunities for students whilst promoting positive respectful relationships between all members of the school community.

Student wellbeing and social emotional learning is enhanced by initiatives such as student led structured play activities that run during recess and lunch breaks, providing students with a range of leadership opportunities, playground support and social skill development.

Our school directions focus on collaborative practices that see every student progress. Partnerships with all stakeholders support clear improvement aims and planning for learning. Personalised learning including individual learning goals and regular feedback on progress will support this.

Participation in Quality Teaching Rounds and a focus on involving parents in learning will support the development of authentic partnerships and collaboration with all stakeholders will support the school vision 'together towards excellence'. Providing opportunities for students, staff and community to be connected, to feel heard and to be actively connected to the school will nurture and promote wellbeing for all. A focus on establishing healthy systems will ensure consistent and sustainable processes are in place across the school and will be essential for success.

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 | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

To maximise academic success, equipping all students with the confidence and skills to achieve personal excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$14,000.00

Summary of progress

Throughout 2022, we had a focus on effective classroom practice with a deep dive into improving numeracy practices. A GAP analysis survey focused on classroom practice identified the areas that staff valued and how staff rated themselves against these. Staff engaged in whole school professional learning led by the Numeracy team to drive improvement in the delivery of quality teaching and learning programs focused on explicit teaching strategies and a hands-on approach in Mathematics. Visible learning strategies linked to personalised learning were trialed in some classrooms, leading to a marked improvement in the ability of students to articulate progress they had made and what learning strategies supported their understanding. Teachers who were successfully addressing learning intentions throughout lessons communicated greater student ability to connect their learning goals to each learning intention. This learning was showcased and shared with parents during student led conferences. Five weekly diagnostic assessments were created and implemented with the intention of measuring the impact of teaching and learning on student achievement. Whilst some staff were successful in the implementation of student learning goals and learning intentions, a strong focus on the implementation and development of the K-2 curriculum limited teacher's ability to feel successful through-out this process. Ongoing staff feedback on the quality of PL and collaborative discussions demonstrated this initiative has driven improvement and built teacher capacity in explicit teaching practices. Moving into 2023 a focus will be to ensure all teaching and learning is driven by syllabus outcomes. Further development of explicit teaching practices is needed to promote teacher efficacy and consistency.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| Reading The percentage of students achieving top two bands in reading increases from 51.3% (baseline) to 58.6% by 2022. | In the 2022 NAPLAN Reading assessment, we achieved 52% of students in the top 2 bands. This was an increase on 2021, however, we didn't reach our target of 58.6% |
| Numeracy The percentage of students achieving top two bands in numeracy increases from 41.8% (baseline) to 49.1% by 2022. | In the 2022 NAPLAN Numeracy assessment, we achieved 37% of students in the top 2 bands. This was a decline of 4.8% on 2021 and we didn't reach our target of 49.1%. |
| Numeracy The percentage of students achieving expected growth in NAPLAN numeracy increases from 58.2% (baseline) to 61% by 2023. | Growth data is not available as growth could not be measured due to NAPLAN not running in 2020. |
| | |

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|---|---|
| <p>Reading</p> <p>The percentage of students achieving expected growth in NAPLAN reading increases from 62.1% (baseline) to 64% by 2023.</p> | <p>Growth data is not available as growth could not be measured due to NAPLAN not running in 2020.</p> |
| <p>Personalised Learning</p> <p>Systems which support personalised learning goals for every student are established and trialled.</p> | <p>Book collections have evidenced learning intentions being addressed in lessons. Students in some classrooms are creating weekly learning portfolios followed up by a weekly reflection on learning at the end of the week.</p> |

Strategic Direction 2: Working together, Learning from each other

Purpose

Authentic partnerships and collaboration that support improvement for all and everyone.

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.

- Collaborative Practice
- Curriculum Implementation

Resources allocated to this strategic direction

Summary of progress

As part of developing a shared understanding of what constitutes quality teaching staff and executive engaged in professional readings and conversations to guide improved teaching practice. This was a collaborative process that has seen improvements made individually and collectively in classrooms. A significant change across 3-6 has been a focus on co-constructed classroom walls that teach. During Semester 2, four teachers engaged in evidence-informed PL based on the Quality Teaching Framework. This model was used to enrich student learning and outcomes through collaboration, teacher-driven analysis and refinement of practice. Throughout semester 2, several K-6 teachers fostered external partnerships and interschool collaboration with a similarly statistical school (SSSG). These numeracy observations generated robust discussions and reflective feedback on current practice empowering teachers to draw on the collective expertise to ensure meaningful learning experiences for students. K-2 introduced decodable readers as part of their learning journey of the new curriculum and K-2 English syllabus. Ensuring all teachers have been available for collaboration has been difficult due to having many part-time staff who are not at school when meetings take place. Planned stage collaboration days in 2023 will hopefully see all staff members available to collaboratively engage in professional learning, share and track data and future plan.

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 |
|--|--|
| All teaching staff complete professional learning to support collaborative practice and innovative pedagogy. Professional learning pods are introduced to promote collaborative practice and tailored professional learning. Improvement in People Matter Employee Survey results from 2021 in the area of Collaboration. | Teachers have engaged in a range of collaborative practice including; Quality Teaching Rounds (QTR) and Professional Readings. Feedback from teachers engaged in QTR was that this was the most beneficial professional learning they have been involved in with the most significant impact on teaching. Whilst we did not see improvement in the People Matter Employee results from 2021, this data was not reliable due to ALL staff completing the 2021 survey, and only teaching staff (57.5%) completing the survey in 2022. Moving forward in 2023 we need to ensure that all staff (100%) complete the survey for data to be accurate. |
| Implementation of new English and mathematics curriculum for K-2. | Staff have engaged in a range of professional learning, planning days and school visits. Feedback from staff indicates improved confidence and knowledge in implementing the new K-2 curriculum. |

Strategic Direction 3: Healthy people, healthy systems

Purpose

Building and nurturing the foundations for success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Quality Systems

Resources allocated to this strategic direction

Summary of progress

Throughout 2022, we had a strong focus on improving student wellbeing and developing a consistent approach to student management. This focus was driven by the Tell Them from Me Survey, Focus Groups and student surveys which showed areas for improvement in student voice, leadership, evidence-based Social-Emotional learning programs, fostering authentic community connections, monitoring and improving student attendance. The implementation of initiatives included fortnightly Student Led PBL lessons, Playground Initiatives led by students, student wellbeing awards, weekly attendance monitoring, purposeful and strategically planned communication with families and the participation of Stage 3 in the Macquarie Uni Mental Health Screening Project. A targeted focus on behaviour and student management saw the engagement of Ian Luscombe to run a full day Professional Learning for staff on a consistent school approach to managing behaviour and expectations. This PL (Professional Learning) saw a modification of classroom expectations. In addition, school-wide changes were made to student management and behaviour in line with the DoE's disciplinary policy and procedural implementation. The implementation of Planning Room structures and procedures was revisited with staff and a streamlining of monitoring systems (Sentral) was undertaken. As we move towards the development of our School Behaviour Support and Management Plan in 2023, these initiatives and procedures will all form part of this.

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 |
|--|---|
| Improvement in student positive wellbeing compared to 2021 results. | Tell Them from Me data identified that positive relationships for students improved from 84% in November 2021 to 88% in June 2022 and improvement of 4%. Positive Behaviour at school improved from 86% in November 2021 to 87% in June 2022. |
| Improvement in student sense of belonging compared to 2021 results. | Whilst other areas improved, student Sense of belonging decreased from 76% in November 2021 to 73% in June 2022. Small focus groups will provide clarity on this. |
| Attendance The percentage of student attendance increases from 80.6% (baseline) to 91.6% by 2022. | Student attendance data has improved from 80.6% to 89.9% putting our school above state, network and SSSG schools. We have had a focus on improving unexplained absences and now have 100% of absences explained for Semester 2. |
| Improvement in 2021 self-assessment scores in the SEF - Leading - Management practices and processes. | The school is currently excelling in all areas of Management practices and processes withing the School Excellence Framework. |
| Feedback collected from the school community in regard to systems established, reviewed and implemented in 2022 is positive. | The feedback collected from parents in the 2022 Tell Them from Me survey in regard to systems established was positive. 86% of parents had met with a teacher two or more times, 83% had attended meetings with a teacher two or more times and more than 80% of the community were positive about all aspects and forms of school communication. |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$136,064.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Erina Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: Students have been allocated individual support based on identified needs and funding allocation. Students have received targeted intervention using the evidenced based Spelfabet program. This additional support and intervention has resulted in student growth in learning and wellbeing. 100% of Integration funding is used to support identified students to engage successfully in all aspects of school life.</p> <p>After evaluation, the next steps to support our students will be: Additional support will continue to be provided to students who attract Integration Funding Support We will continue to work with external providers and departmental personnel to ensure we are best supporting students and setting them up for success at school and beyond. Personalised Learning plans will be evident in teacher programs and adjustments will be clearly identified based on this.</p> |
| <p>Socio-economic background</p> <p>\$12,784.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Erina Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Built capacity of SLSO's to support students in the classroom through the delivery and implementation of the Spelfabet program. • Employment of additional staff to support small group targeted intervention in literacy and numeracy. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: This funding has allowed the school to support students and families who are experiencing hardship. Support has been provided allowing students to attend excursions, have appropriate uniforms, be provided with food supplies when required and engage in all aspects of school life. Identified students have also been supported in their learning through interventions led by learning and support teachers.</p> <p>After evaluation, the next steps to support our students will be: Additional support to students in class and the playground has been</p> |

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| <p>Socio-economic background</p> <p>\$12,784.00</p> | <p>successful and will continue into 2023. Funding will continue to be used to ensure that all students have equitable access to excursions, learning resources, uniforms and food.</p> |
| <p>Aboriginal background</p> <p>\$13,392.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Erina Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • Aboriginal Education team drives a schoolwide focus on Aboriginal Education. Team made up of students, staff and parents. <p>The allocation of this funding has resulted in the following impact: Greater opportunities for students to engage in authentic learning about Aboriginal history and culture. All Aboriginal students have a Personalised Learning Pathway (PLP) developed in consultation with parents, students and classroom teachers. Aboriginal students have a voice in school directions and support Aboriginal Education at Erina Heights. Students and their families feel that culture is valued and feel supported by the opportunities offered. A focus on attendance saw a significant improvement in attendance for our Aboriginal students with an overall attendance rate of 90% for the year. Aboriginal students contributed to our local Gulung Festival and were proud to have their work showcased at this event. Professional learning was provided to all staff throughout the year, including completing Cultural Awareness training. Year 5 NAPLAN data saw Aboriginal students achieve significantly above SSG in Reading and Numeracy. TTFM data identified 100% of Aboriginal students reported feeling good about their culture.</p> <p>After evaluation, the next steps to support our students will be: The Aboriginal Education team will continue to build on and drive schoolwide improvement in Aboriginal Education with a strong focus on building connections within the community. We will maintain a focus on positive school attendance and hope to see this continue to improve for all students. The Aboriginal Education team are working with students to create a cultural learning space that will encourage connection and a celebration of culture for Aboriginal students.</p> |
| <p>English language proficiency</p> <p>\$11,021.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Erina Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Provided additional support to EALD students in the classroom and PL to teachers. Teachers also connected with the Central Coast EALD teacher</p> |

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| <p>English language proficiency</p> <p>\$11,021.00</p> | <p>network at attended meetings.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to engage with the Central Coast EALD teacher network and support individual students and families as needed.</p> |
| <p>Low level adjustment for disability</p> <p>\$93,436.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Erina Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 <p>The allocation of this funding has resulted in the following impact: Learning Support systems and processes have been established to ensure that all students receive the support they need to grow, learn and thrive. We have offered additional Learning Support Teacher time, which has provided students with additional time and small group intervention to occur across four days instead of three. The Learning Support team work with SLSO's to ensure that they are used effectively in classrooms and the playground to support students and to also teach students the skills they need to be successful in the classroom and the playground.</p> <p>After evaluation, the next steps to support our students will be: Learning Support systems and processes will be implemented and reviewed, ensuring a consistent and strategic approach to student support. SLSO's will continue to support students and staff in the classroom and the playground. We will continue to invest in resources to support students be successful at school.</p> |
| <p>Professional learning</p> <p>\$18,945.00</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 Erina Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff working with the APCI to lead Professional Learning and unpack new K-2 curriculum. • PBL rewards day activities and resources for students • Teacher attendance at courses, network days and professional learning • APCI building the capacity of teachers to present Professional Learning and unpack evidence-based approaches to new curriculum and the development of resources to support this. <p>The allocation of this funding has resulted in the following impact: This allocation of funding has provided teachers with the time to work collaboratively to develop their skills and knowledge of the new K-2 curriculum. High level, researched based professional learning was delivered and teachers spent time visiting local schools, engaging in</p> |

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| Professional learning \$18,945.00 | <p>professional conversations and learning and planning together.</p> <p>After evaluation, the next steps to support our students will be: The APCI will continue to lead staff through the implementation of new syllabus documents and the new curriculum. Staff will continue to engage in collaborative practice and professional learning, this will be followed up in stage meetings with executive supporting staff to put this learning into classroom practice.</p> |
| Literacy and numeracy \$10,661.00 | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Erina Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: This has resulted in improved teacher practice in the areas of Literacy and Numeracy. Quality resources have been purchased to support quality teaching and learning. Assessment data is collected, analysed and used to track student progress and drive teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to build teacher capacity and ensure that quality resources are available to support teaching and learning.</p> |
| QTSS release \$55,622.00 | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Erina Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: QTSS funding was used to increase the allocation of Learning and Support. This provided greater support to students and allowed for school processes to be reviewed and refined. The Assistant Principal Curriculum Instruction led the introduction of the new K-2 curriculum. Staff have engaged in curriculum planning days, have visited local schools and observed teaching practices and classroom structures.</p> <p>After evaluation, the next steps to support our students will be: Funds will continue to be used to top up our APCI allocation so that staff continue to be supported in the implementation of new curriculum across K-6.</p> |
| Literacy and numeracy intervention \$72,400.00 | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Erina Heights Public School who may be at risk of not meeting minimum standards.</p> |

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| <p>Literacy and numeracy intervention</p> <p>\$72,400.00</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: This funding has supported an increase in staffing to provide targeted intervention to students and build teacher capacity through high level professional learning to support the academic growth of students in Literacy and Numeracy. Analysis of NAPLAN data showed improvement in Year 3 Reading, with 53.6% of students achieving in the top 2 bands, an increase of 3.6% on 2021. Year 3 Numeracy also showed significant improvement with 48.1% of students achieving in the top 2 bands, an increase of 16.1% on 2021 data.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to employ additional Learning and Support staffing as well as top up our Assistant Principal Curriculum Instruction to continue to lead staff in Professional Learning and implementation of the new curriculum.</p> |
| <p>COVID ILSP</p> <p>\$43,095.00</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 intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: Analysis of data revealed that the targeted small group tuition groups in Numeracy have been effectively implemented for targeted groups of Year 2 and Year 4 students. All students made academic growth in Numeracy and demonstrated improved confidence in number strategies. In total 41 students received intervention with a focus on improving numeracy with a focus on the number strand. Students showed most growth in multiplication and division, showing confidence in their ability to multiplication and division as inverse operations.</p> <p>After evaluation, the next steps to support our students will be: COVID groups will continue with a smaller budget allocation than previous years. We hope to have consistency in staffing COVID groups in 2023. Targeted intervention will remain with a focus on Year 2 and Year 4 students.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 156 | 142 | 145 | 148 |
| Girls | 161 | 154 | 138 | 123 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 94.6 | 94.5 | 94.9 | 89.8 |
| 1 | 93.7 | 94.3 | 95.3 | 86.6 |
| 2 | 93.5 | 94.4 | 94.8 | 90.4 |
| 3 | 93.6 | 93.8 | 93.6 | 87.2 |
| 4 | 93.6 | 94.2 | 93.9 | 85.7 |
| 5 | 91.2 | 95.0 | 93.4 | 88.3 |
| 6 | 92.3 | 93.6 | 93.6 | 86.1 |
| All Years | 93.2 | 94.3 | 94.2 | 87.7 |
| 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) | 3 |
| Classroom Teacher(s) | 9.45 |
| Literacy and Numeracy Intervent | 0.63 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.82 |

*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 | 111,958 |
| Revenue | 3,066,820 |
| Appropriation | 2,863,041 |
| Sale of Goods and Services | 8,271 |
| Grants and contributions | 194,062 |
| Investment income | 1,447 |
| Expenses | -3,042,540 |
| Employee related | -2,532,254 |
| Operating expenses | -510,285 |
| Surplus / deficit for the year | 24,281 |
| Closing Balance | 136,238 |

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 | 136,062 |
| Equity Total | 130,630 |
| Equity - Aboriginal | 13,392 |
| Equity - Socio-economic | 12,784 |
| Equity - Language | 11,021 |
| Equity - Disability | 93,433 |
| Base Total | 2,165,066 |
| Base - Per Capita | 71,508 |
| Base - Location | 0 |
| Base - Other | 2,093,558 |
| Other Total | 205,565 |
| Grand Total | 2,637,323 |

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

Throughout 2022 we had many great opportunities for students, staff and parents to re-connect without COVID restrictions. It was great to open our school and classrooms back up with parent helpers, community events and school excursions. This saw an increase in parent involvement and staff collaboration.

Staff worked their way through another busy year, supporting and encouraging each other and making 'good become great' through amazing collaboration and teamwork - evidenced in Tell Them from Me data. Data supports that Erina Heights is a great place to work, a great place for students to learn and a place where parents have confidence in the great education their children receive. This year saw a decrease in employee engagement based on data collected in the People Matter Employee Survey, this will be a focus for improvement in 2023. A range of data will be collected throughout the year to track staff engagement and monitor progress towards improvement.

Students thrived on the extra-curricular opportunities provided to them and the rich learning they engaged in. With no COVID restrictions, students were provided with many opportunities to grow and thrive. The student leadership playground initiative was again successful with 36 stage 3 students providing daily activities throughout the week for students to participate in during recess and lunch breaks. 100% of student leaders who were part of this initiative expressed the sense of pride and belonging that this opportunity provided them. 100% of students who participated in the program at some point throughout the year (some regular and some as required) expressed that they enjoyed connecting with peers from all year groups and classes across the school. This initiative also had a positive impact on student behaviour, resulting in less recorded incidents and 83% of students with positive behaviour at school as evidenced in Tell Them from Me data. When asked about what they value most at school, student responses had a common theme about friends, teachers, learning being celebrated, the playground environment and the technology they have available to them. This data also showed the most significant difference in school data to state data was in students homework behaviours. This will be a focus within the 2023 School Improvement Plan activities.

Parents trust in the education and the learning environment provided to their children at Erina Heights Public School (EHPS). After our school concert a grandparent contacted the Minister of Education to communicate his appreciation for the education and opportunities provided to his grandchildren at EHPS. In the short answer Tell Them from Me survey questions, parents were overwhelmingly positive about the education their child/ren received at EHPS with almost 100% of comments reflecting the following statement *"My child is 100% cared for, valued and respected. More than anything she is engaged with by all students, teachers and staff and her individual needs are met both academically and emotionally."* When asked about the positive aspects at EHPS, parent comments again, almost 100% of comments reflected support for students, positive sense of community and students feeling known, valued and cared for. We will continue to work with parents as partners in the learning of their children and seek to ensure that there are strong links between learning at school and home.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.