

2022 Annual Report

Maitland East Public School



2451

Introduction

The Annual Report for 2022 is provided to the community of Maitland East 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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School vision

Enthusiastic and collegial staff who develop quality relationships with students and the wider school community. Teachers who embed high expectations for themselves, their students and the community, creating an environment where students feel safe, known, valued and cared for.

School context

East Maitland Public School since 1858 has provided education in East Maitland and is held in high regard by the local community. East Maitland Public School sits proudly on Wonnarua land and we acknowledge the traditional custodians and pay our respects to Elders both past, present and emerging.

East Maitland Public School has an enrolment of approximately 510 students across 24 classes. Three of these classes make up our multi-categorical support classes, catering for 21 students with a range of special education needs.

East Maitland Public School staff is made up of experienced and early career teachers. A major focus for teachers is collaboration, high-expectations and engagement. The ultimate goal for students and teachers at East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio-economic backgrounds, with Aboriginal students accounting for 11% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. We have a large number of students in our mainstream classes with a range of individual needs, who are supported by our Learning and Support Team. We are committed to building more inclusive education systems where all students learn to their fullest capability.

Through our situational analysis we have identified three specific areas of focus for this strategic improvement plan: Student Growth and Attainment, Wellbeing, Capacity Building.

Internal and external data indicated that targeting expected growth in both Reading and Numeracy would be an area of focus. NAPLAN analysis indicated that we require an uplift of 29.19% in Reading and 50.6% in Numeracy from our 2019 results to achieve our 'at or above' expected growth target for 2022. As the required uplift for 'at or above' expected growth is substantial, we considered our SEF-SaS, NAPLAN Gap Analysis, the 'What Works Best in Practice' document and professional learning undertaken by the staff when addressing our school's needs and identified that the following areas will be targeted with the aim of achieving expected growth.

Through analysis of staff evaluation surveys against the SEF-SaS, staff indicated that for East Maitland Public School to be sustaining and growing a planned whole school approach for wellbeing needs to be adopted. Some strategies have been explored by individual classroom teachers, however, a whole school approach needs to be adopted.

Attendance is a priority, to increase daily attendance with the initial focus on partial attendance.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

At East Maitland Public School we implement consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

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.

- Whole school monitoring of student learning
- Explicit teaching in Literacy and Numeracy
- Data use in teaching

Resources allocated to this strategic direction

Integration funding support: \$326,093.00

English language proficiency: \$17,989.65

Aboriginal background: \$37,000.00

Literacy and numeracy intervention: \$96,533.64

Low level adjustment for disability: \$120,000.00

Professional learning: \$12,698.90

Literacy and numeracy: \$14,165.48

Socio-economic background: \$84,314.54

Summary of progress

While we exceeded our target in literacy, there was a decrease in the percentage of students in the top 2 bands in both reading and numeracy compared with the previous year. Throughout the year there were a number of initiatives in place to support effective literacy and numeracy practices. Assistant Principals implemented coaching, mentoring and support for teachers based on literacy and numeracy practice which resulted in increased teacher capacity, which has led to positive results in both internal (PLAN2) and external (check-in) assessment data. This was underpinned by strong collaborative practices through stage meetings and stage collaboration and planning days. Across the school there was a review and restructure of learning and support structures and processes which allowed for a more targeted, data-based approach to intervention and extension across the school. Identified staff also participated in explicit literacy and numeracy professional learning to support implementation of literacy and numeracy practices, which also included non-teaching staff participating in PL regarding delivery of explicit literacy intervention programs.

Next steps in this area will include:

- Continue to refine our practice and build staff capacity in the area of data analysis and responding to data to meet student need.
- Additional staff will be in place to support this through the addition of our APCI role.
- Our focus regarding the implementation of the new K-2 Syllabus will continue to be an area of focus in both literacy and numeracy.
- Collaboration sessions will continue on a 5 weekly basis, with a strong focus on differentiated professional learning.

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
Achievement of 2023 system negotiated targets <ul style="list-style-type: none">• Top two bands NAPLAN reading increase (uplift) of 2% (taking us up to 37.1%)	We exceeded our agreed upper bound target of 42.7%, with 43.07% students achieving top two bands in reading.

<ul style="list-style-type: none"> • Top two bands NAPLAN numeracy increase (uplift) of 2% (taking us to 27.2%) 	<p>We did not reach our agreed lower bound target of 28.7%, with 20.61% of students achieving top two bands in numeracy.</p>
<ul style="list-style-type: none"> • To improve School self-assessment of the School Excellence Framework (SEF) elements 'Assessment', 'Data use in teaching' and Effective classroom practice' to Sustaining and Growing. 	<p>While the school made significant progress in each area, we remained at "Delivering" in Assessment and Data use in teaching. We have move to "Sustaining and Growing" in the area of Effective Classroom Practice.</p>

Strategic Direction 2: Wellbeing

Purpose

At East Maitland Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

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

- Attendance
- Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$40,000.00

Per capita: \$81,155.92

Professional learning: \$15,000.00

Low level adjustment for disability: \$135,813.56

Aboriginal background: \$20,191.52

Summary of progress

The implementation of trauma-informed practice strategies within a primary school has had a significant impact on the overall well-being and academic success of students. By integrating trauma-informed practices into the school's culture and curriculum, students feel more supported and empowered to learn.

Through ongoing professional development for educators, staff members are equipped with the knowledge and skills to identify and respond to students who have experienced trauma in a sensitive and compassionate manner. This has resulted in a decrease in negative referrals, as well as an increase in student engagement and academic achievement.

Significant progress was made regarding attendance through our Strategic Improvement team. School based policies and procedures were updated which was accompanied by professional learning regarding the roles of staff at all levels throughout the school. Short and longer-term initiatives and strategies were implemented which has a positive impact on attendance for targeted student groups. Effective data analysis and collaboration with HSLO resulted in additional attendance support for identified families.

Key next steps include:

- Ongoing implementation of specific wellbeing programs K-6, along with continued professional learning for staff at all levels in the area of Trauma Informed Practice
- Further development of data informed decision making processes regarding student attendance and support
- Implementation of regular parent/community workshops to support student learning.
- Additional opportunities to engage whole school community (families, staff, students) voice in school improvement

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
Achievement of 2024 system negotiated targets: <ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 81.9%	We did not achieve our agreed lower bound target of 89.6%, with 84.43% of students indicating positive wellbeing. This was an increase of 1.81% from previous year.
<ul style="list-style-type: none">• To increase student Attendance above the minimum system-negotiated	We did not achieve our agreed lower bound target of 79.70%, with 51.16% of students attending 90% of the time or more.

<p>lower bound target of 70.25%</p>	
<ul style="list-style-type: none"> • To improve School self-assessment of the School Excellence Framework (SEF) elements 'Community engagement', 'Attendance' and 'A planned approach to wellbeing' from Delivering to Sustaining and Growing. 	<p>We made progress in each area, moving from "Delivering" to "Sustaining and Growing" in Community Engagement and A Planned Approach to Wellbeing, however we remain at "Delivering" for Attendance.</p>

Strategic Direction 3: Capacity building

Purpose

At East Maitland Public School professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Professional Standards are a reference point for whole school reflection and improvement.

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.

- Literacy and numeracy focus
- Professional learning
- Performance management and development

Resources allocated to this strategic direction

Professional learning: \$15,000.00

Socio-economic background: \$100,000.00

Per capita: \$50,000.00

QTSS release: \$103,658.74

6101 Carried Forward Funds: \$10,111.00

Summary of progress

The implementation of staff coaching, mentoring, and support cycles at East Maitland Public School has had a significant impact on the overall professional development and job satisfaction of educators. By providing ongoing support and feedback, teachers at East Maitland Public School feel more valued and empowered to improve their skills and knowledge.

Through regular coaching and mentoring sessions, educators at East Maitland Public School are able to identify areas of growth and receive targeted support to address specific needs. This has resulted in increased confidence and competence in the classroom, as well as improved student outcomes.

Additionally, the establishment of support cycles has created a more collaborative and collegial work environment at East Maitland Public School, where educators are able to share best practices and learn from one another. This has fostered a sense of community and professional growth, leading to increased job satisfaction.

Overall, the implementation of staff coaching, mentoring, and support cycles at East Maitland Public School has had a positive impact on both the professional development and well-being of educators, and has resulted in improved student outcomes. By investing in the ongoing growth and development of teachers, East Maitland Public School is better equipped to provide high-quality education and support for all students.

Next steps will include:

- Strengthening coaching, mentoring and support structures across the school, in line with teaching standards and staff PDPs.
- Aligning implementation of high impact professional learning opportunities for staff with school priority areas
- Strengthening of coaching, mentoring and support processes across the school

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 4%	No NAPLAN student growth measure available.

<ul style="list-style-type: none">• Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 6%.	No NAPLAN student growth measure available.
<ul style="list-style-type: none">• To improve School self-assessment of the School Excellence Framework (SEF) elements 'Professional learning' and 'Performance management and development' to Sustaining and Growing .	We have made significant progress in each aspect, moving from "Delivering" to "Sustaining and Growing" for both.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$326,093.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Maitland East 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Funding was utilised to support the ongoing individual learning needs of students requiring additional support. Teaching and non-teaching staff were employed to further meeting the academic and social and emotional needs for identified students. IEPs and BMPs were created to support the individualised learning needs for each student and these were closely tracked and monitored throughout the year. As a result of this additional support, identified students displayed positive growth in their learning against their learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise funding to support individualised learning needs for students requiring additional support. Funds will be utilised to employ additional teaching and non-teaching staff to support student learning.</p>
<p>Socio-economic background</p> <p>\$224,314.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maitland East 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"> • Attendance • Literacy and numeracy focus • Explicit teaching in Literacy and Numeracy • Data use in teaching • Community Engagement • Performance management and development <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 • employment of additional staff to support literacy, numeracy and wellbeing program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Funding was utilised in a number of areas to support student learning across the curriculum. Additional staff, both teaching and non-teaching were employed to provide additional support for students in the areas of literacy, numeracy and wellbeing. Focus areas were developed through our funded stage collaboration days, and involved the development of targeted small group intervention and extension in literacy and numeracy at point of need</p>

<p>Socio-economic background</p> <p>\$224,314.54</p>	<p>for identified students. Additional wellbeing support processes and interventions were implemented both in the classroom and playground. This had a positive effect on student learning across the school, with internal literacy and numeracy data showing positive growth for students. There was also a decrease in student negative referral data throughout the year. Funding was used to purchase additional STEM and technology to support student learning. Ipads were purchased for our Support classes (1-1 ratio) and also our mainstream students. This was followed by additional PL for staff and lessons for students around effective use of iPads to support learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional learning opportunities for staff and students in targeted areas of literacy, numeracy and wellbeing. Continued implementation of stage based collaboration days, with additional days to be developed - 5 weekly. Continued resources will be utilised to support the effective integration of technology in teaching and learning programs.</p>
<p>Aboriginal background</p> <p>\$57,191.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maitland East 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"> • Whole school monitoring of student learning • Community Engagement <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 • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The school working closely with Aboriginal families and the local Aboriginal community, resulting in a significant strengthening of these relationships. There has been a genuine and sustained focus upon Aboriginal students being given every opportunity to have their sense of self and identity enhanced. This increased focus on students' cultural identity has enriched the overall school experience and success for these students both inside and outside the classroom. Identified students also had the opportunity to participate in a range of wellbeing and cultural programs including Didge groups and Aboriginal Dance. Staff participated in PL regarding Aboriginal Education and classes were supported in creating their own Acknowledgement of Country.</p> <p>After evaluation, the next steps to support our students will be: Increasing our focus regarding literacy, numeracy and wellbeing (particularly attendance) for our students. Increasing staff cultural awareness and capacity to embed Aboriginal perspectives across the curriculum.</p>
<p>English language proficiency</p> <p>\$17,989.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Maitland East 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$17,989.65</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: The additional teaching and non-teaching staff providing support for individualised learning needs for identified students. Staff worked to support students in class and through both individual and small group learning situations, which was successful across the school. Identified students demonstrated positive growth against their individualised learning goals throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teaching and non-teaching staff to support the learning needs of identified students. Additional PL to further develop staff capacity to meet individual student need.</p>
<p>Low level adjustment for disability</p> <p>\$255,813.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Maitland East 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"> • Whole school monitoring of student learning • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 programs to increase literacy, numeracy and wellbeing learning outcomes <p>The allocation of this funding has resulted in the following impact: Teaching and non-teaching staff supporting the learning and wellbeing needs of students across the school. Executive staff were released to support students learning and wellbeing through a model of Instructional Leadership. Staff worked in classrooms to support ongoing improvement in practice through coaching and mentoring processes to improve student outcomes. Funds were also utilised to support student learning through the implementation of individual and small group tutoring in the form of intervention and also our aspiration groups. Groups supported the individualised learning needs of students through additional literacy and numeracy support for targeted students. Internal and external data sources showed significant increase in both literacy and numeracy outcomes for students. Internal student data also suggested significant improvement in student behaviour and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Redevelop support structures for students requiring additional literacy and numeracy support to include both in class support and small group withdrawal outside of explicit teaching in the classroom. Focus additional attention on building teacher capacity for individualised learning for students in their class. Increase availability of social emotional development opportunities for staff and students K-6.</p>
<p>Professional learning</p> <p>\$42,698.90</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 Maitland East 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"> • Whole school monitoring of student learning

<p>Professional learning</p> <p>\$42,698.90</p>	<ul style="list-style-type: none"> • Wellbeing • Literacy and numeracy focus • Professional learning • Explicit teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff release to participate in targeted Professional Learning in identified areas. • Course fees for Professional Learning in targeted areas. <p>The allocation of this funding has resulted in the following impact: PL was undertaken by teaching and non-teaching staff in targeted aspects of literacy, numeracy and wellbeing. Specific areas for staff Professional Learning included Trauma Informed Practice, teacher feedback, vocab, formative assessment, Minilit, new syllabus and curriculum reforms.</p> <p>After evaluation, the next steps to support our students will be: Further targeted professional learning in identified areas of need for literacy, numeracy and wellbeing. Further professional learning regarding the successful integration of technology and STEM in learning.</p>
<p>Literacy and numeracy</p> <p>\$14,165.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Maitland East 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"> • Whole school monitoring of student learning <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 <p>The allocation of this funding has resulted in the following impact: Staff professional learning and resources to support implementation of agreed literacy and numeracy practices.</p> <p>After evaluation, the next steps to support our students will be: Staff professional learning and resources to support implementation of agreed literacy and numeracy practices.</p>
<p>QTSS release</p> <p>\$103,658.74</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Maitland East 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"> • Performance management and development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Funding utilised to release executive staff to implement Coaching, Mentoring and Support cycles across the school. Assistant Principals worked with staff from their stage on a 3 weekly cycle to improve practice in identified areas in the classroom. Evaluation of the initiative indicated an increase in staff capacity to deliver quality teaching and learning programs,</p>

<p>QTSS release</p> <p>\$103,658.74</p>	<p>resulting in improved student outcomes across the school.</p> <p>After evaluation, the next steps to support our students will be: Linking the identified areas to teaching standards and PDP goals. Additional PL for executive staff in effective coaching and support practices. Use of different forms of coaching through video analysis to improve practice through and instructional leadership lens across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Maitland East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: LaST worked across K-2 to support implementation of literacy and numeracy programs and also work with small groups of identified students requiring additional support in literacy and numeracy. Additional teaching staff were employed to implement literacy and numeracy intervention and extension programs across K-6. Additional SLSO were employed to deliver targeted literacy programs for identified Stage 1 students. Internal data indicated that the implementation of these targeted interventions had a positive impact on student learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Develop effective plans to support student learning in collaboration with teachers and school executive, including newly established APCI.</p>
<p>COVID ILSP</p> <p>\$191,946.00</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The use of COVID ILSP funding to support literacy and numeracy needs of students through small group intervention has had a significant impact on student academic performance. Through this intervention, students have shown measurable improvement in their literacy and numeracy skills, which has led to improved academic outcomes and increased engagement in their learning.</p> <p>To evaluate the impact of the COVID ILSP funding on literacy and numeracy intervention, we collected and analysed data on student performance in these areas before and after the intervention. We used a variety of assessment tools, including standardised tests, teacher observations, and student self-assessments. Our analysis revealed that students who participated in the small group intervention made significant gains in both</p>

<p>COVID ILSP</p> <p>\$191,946.00</p>	<p>literacy and numeracy skills. Additionally, we collected feedback from teachers and students on the effectiveness of the intervention. Teachers reported that the small group format allowed for more personalised instruction and increased student participation. Students reported feeling more confident in their skills and expressed a greater interest in their learning.</p> <p>Overall, the evaluation of the COVID ILSP funding for literacy and numeracy intervention demonstrated a positive impact on student academic performance and engagement in learning. The intervention resulted in measurable improvement in students' literacy and numeracy skills, indicating that the funding was effective in supporting the identified needs of students. Teachers and students reported high levels of satisfaction with the intervention, further supporting its effectiveness in addressing the targeted learning needs.</p> <p>After evaluation, the next steps to support our students will be: Further targeted, small group intervention and extension for identified students in literacy and numeracy. Continued employment of additional teaching and non-teaching staff to implement small group intervention strategies.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	305	287	268	268
Girls	230	224	233	227

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.7	94.1	87.4
1	93.0	93.8	89.5	88.5
2	93.0	93.0	91.3	88.5
3	92.4	94.4	91.2	86.0
4	92.7	95.3	90.7	86.1
5	92.1	94.5	91.4	86.0
6	90.6	93.1	90.1	88.4
All Years	92.7	94.1	91.2	87.2
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.75
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.78

*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	145,870
Revenue	6,101,719
Appropriation	5,929,002
Sale of Goods and Services	150
Grants and contributions	170,948
Investment income	1,319
Other revenue	300
Expenses	-6,146,657
Employee related	-5,575,862
Operating expenses	-570,796
Surplus / deficit for the year	-44,939
Closing Balance	100,931

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	326,093
Equity Total	555,309
Equity - Aboriginal	57,192
Equity - Socio-economic	224,315
Equity - Language	17,990
Equity - Disability	255,814
Base Total	4,079,485
Base - Per Capita	131,156
Base - Location	0
Base - Other	3,948,329
Other Total	594,507
Grand Total	5,555,395

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:

As part of the annual review phase and to seek authentic feedback from all stakeholders in the East Maitland Public school community, a number of surveys were completed. Through the the Tell them from me (TTFM) survey for teachers, parents and students (Year 4- 6) the data collated identified several areas of satisfaction across the school community.

Majority of families communicated through surveys that:

- They could easily communicate with teachers
- Teachers show an interest in their child's learning and he or she is encouraged to do their best work
- They feel welcome when I visit the school

An area for future focus would include:

- Further support regarding including families in student learning.

Positive trends communicated through the student surveys include:

- Students with positive relationships
- Students with positive behaviour at school
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

An area for future focus would include:

- Students are interested and motivated - the school scored well under NSW Govt School norm in this area

Positive trends coming from the teacher survey include:

- School leaders have helped me improve my teaching
- Collaboration to increase student engagement and learning
- Effective monitoring of student progress

An area for future focus would include:

- Further support from executive and school leaders in stressful times

Parent and Community Engagement:

Throughout the year the school ran a wide range of parent and community engagement events and workshops that were well received across the community. This included literacy, numeracy and well-being parent workshops, where numbers varied from 14 - 18 parents. which was a positive start. Parents in attendance gave very positive feedback regarding the three workshops.

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.