

2022 Annual Report

Elanora Heights Public School



Elanora Heights Public School

RESPECT

ACHIEVEMENT

RESPONSIBILITY

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Introduction

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

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

School contact details

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School vision

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

School context

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

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

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

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

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

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG, followed by the development of a strategic improvement plan.

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	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	Sustaining and Growing
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

English language proficiency: \$7,733.80

Low level adjustment for disability: \$93,900.56

Integration funding support: \$89,967.00

Literacy and numeracy intervention: \$48,266.82

Socio-economic background: \$17,917.09

Professional learning: \$15,000.00

Summary of progress

Our Integration Funding Support and Literacy and Numeracy Intervention Funding was used to ensure a strong learning and support network for identified students requiring literacy and numeracy intervention. Multi-Lit (years 3-6) and Mini-Lit (years 1-2) programs were in place to target specific literacy needs for identified students and COVID ILSP Funding supported a full-time SLSO to run these programs. Our Low Level Adjustment Funding was used to ensure SLSO support for students attracting funding and to provide individualised support in classrooms. Illness due to easing of COVID restrictions had significant impact on classroom programs. Professional learning was targeted and explicit to guide collaborative practice and explicit support for individual students. In preparation for the APC&I position, time was allocated for specific data analysis and literacy and numeracy support. Teachers continued collaborative professional learning in grade and stage teams. A focus for Instructional Leaders is on using the Learning Progressions and PLAN2 as formative assessment tools to record student literacy and numeracy capabilities and is an ongoing and planned for focus for 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading Growth: <ul style="list-style-type: none">• An uplift by at least 1.5% of Year 3 and 5 students achieving at or above expected growth in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).	Expected growth in reading was unavailable due to NAPLAN being cancelled (COVID). Instructional leadership to support improved growth in reading will be continued in 2023 with the leadership from our Assistant Principal Curriculum and Instruction as we work towards achieving our aspirational Lower Bound System Negotiated Target. Changes in the Professional learning agenda has meant focus on Literacy Progression implementation requires further professional learning with stage teams to ensure an embedded whole school practice.
Reading Attainment: <ul style="list-style-type: none">• An uplift by at least 5.7% of Year 3 and 5 students achieving in the top two bands in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).	64.66% of students are now in the top two skill bands (NAPLAN) for reading , indicating 3.14% attainment below the system-negotiated baseline target stated in the annual progress measure.
<ul style="list-style-type: none">• An uplift by at least 2.4% of Year 3	Expected growth in numeracy was unavailable due to NAPLAN being

<p>and 5 students achieving at or above expected growth in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).</p>	<p>cancelled (COVID).</p> <p>Instructional Leadership from our Assistant Principal Curriculum and Instruction in numeracy is to be continued in 2023.</p> <p>Changes in the Professional learning agenda has meant focus on Numeracy Progression implementation requires further professional learning with stage teams to ensure an embedded whole school practice.</p>
<p>Numeracy Attainment:</p> <ul style="list-style-type: none"> • An uplift by at least 5.9% of Year 3 and 5 students achieving in the top two bands in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target). 	<p>34.94% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating 22.16% attainment below the system-negotiated baseline target stated in the annual progress measure.</p>

Strategic Direction 2: Wellbeing and Attendance

Purpose

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

Initiatives

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

- Inclusive School Community
- Engaged School Community

Resources allocated to this strategic direction

Professional learning: \$4,253.95

Aboriginal background: \$8,566.11

Summary of progress

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

We employ specialist additional staff such as our LaST and SLSO team to support students with learning needs and to provide specialist support for our Aboriginal students. Our Aboriginal Education Team work closely with our LaST to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. Individualised plans are in place to ensure Aboriginal students' unique literacy and numeracy learning needs are met in a culturally sensitive manner. All students have engaged in authentic conversations and school-wide activities promoting the importance of our Aboriginal history. Tell Them From Me data indicated 91% of Aboriginal students feel connected to their culture whilst at school.

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

Continued focus on the Attendance Matters hub will support improved attendance strategies in 2023 to improve growth in attendance to reach our expected lower bound target.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing: <ul style="list-style-type: none">• An uplift by at least 1.7% of Year 4, 5 and 6 students reporting positive wellbeing . (Meeting or exceeding the system-negotiated lower bound target).	<p>All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. COVID-19 has made an impact on student wellbeing and incidents.</p> <p>The 2022 TTFM survey records</p> <ul style="list-style-type: none">• 90% of students reporting positive relationships has increased from 2021 and is 5% above the NSW Government norm.• 89% of students reporting positive behaviour at school has increased from 2021 and is 6% above the NSW Government norm.

Attendance:

- An uplift by at least 1.7% of students with a minimum of 90% attendance. (Meeting or exceeding the system-negotiated lower bound target).

In 2022 our actual overall student attendance was 89.4%.

Our students who attended school above 90% of the time was 54.8%. This was severely impacted because of government mandates around 5-7 day isolation requirements for students testing positive to COVID.

In 2023 we will continue to implement the Attendance Matters resources and strategies to further encourage student attendance. However with the prevalence of COVID within the community we anticipate attendance to be impacted.

Strategic Direction 3: Expertise in Teaching Practice

Purpose

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

Initiatives

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

- High Quality Curriculum Planning and Delivery
- High Quality Assessment and Feedback

Resources allocated to this strategic direction

Literacy and numeracy: \$32,865.52

QTSS release: \$105,309.92

Professional learning: \$10,000.00

Summary of progress

Our teachers planned and prepared for the implementation of the new mathematics and English curriculums through microlearning modules and NESA curriculum learning modules. They developed a deep knowledge and understanding of how to use SCOUT data, which has contributed significantly to our school's academic success. Additionally, our staff participated in high-impact professional learning focused on stage programming, further enhancing their expertise and skillset within the English curriculum. These achievements have paved the way for a successful academic year ahead in 2023.

Our mathematics Instructional Leader led professional learning to internal analyse data, guided grade-based goal setting and supported programming and resource allocation during collaboration. A 3-year action plan was developed to support the school's transition from internal school data collection of mathematics assessments (SENA) to the DoE's PLAN2/Interview for Student Reasoning (IfSR).

In preparation for our new APC&I role beginning in 2023, funding was used to support a deep dive into whole-school data (NAPLAN, Check in, SENA) and a focus on ensuring that every student is attaining 1 year of progress for 1 year of 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
<p>Maths: Teachers demonstrate skills in:</p> <ul style="list-style-type: none">• data-informed curriculum development.• inclusion of rich and open-ended tasks that promote higher-order thinking and reasoning.• strategies to develop students' mathematical vocabulary and promote reasoning.• revisions based on feedback on teaching practices. <p>English: Teachers demonstrate skills in:</p> <ul style="list-style-type: none">• high quality text selection to increase complexity and demand.	<p>The annual progress measure was achieved and is evidenced by improved teacher confidence and expertise in the area of data collection and analysis of English and mathematics outcomes. Staff are now able to determine grade trends and utilise appropriate resources and activities to collaboratively program for all students at their identified points of need. With guidance from our instructional leaders there have been observable changes made to K-6 teaching and learning programs.</p>

- inclusion of rich and open-ended tasks in reading programs.
- targeted teaching of skills in reading comprehension, specifically in relation to vocabulary and inferential comprehension.

Maths: Teachers demonstrate skills in:

- data-informed differentiation.
- strategies to create reasoning exemplars.
- creation of learning intentions and success criteria.
- adjustments to promote differentiation and challenge.

English: Teachers demonstrate skills in:

- targeted teaching of skills in reading comprehension, specifically in relation to vocabulary and inferential comprehension.
- creation of quality exemplars.
- creation of learning intentions and success criteria.
- adjustments to promote differentiation and challenge.

The annual progress measure was achieved and is evidenced by a committed focus on the familiarisation of mathematics and English curriculum. The school identified a strong need for explicit instruction and programming to support consistent teaching of foundational literacy skills in K-2 with the implementation of InitialLit.

Evidence of staff completion of DoE and NESA learning modules demonstrated teacher commitment to curriculum reform to ensure best practice, improved student outcomes and successful implementation for 2023.

In 2023, our continued focus will be on building expertise in foundational literacy skills, familiarisation of the new 3-6 syllabus (for implementation in 2024) and differentiation strategies to support all students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,967.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Elanora Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Teachers are observing learnt strategies being implemented by students and reflected in their learning.</p> <p>After evaluation, the next steps to support our students will be: This program has been effective in 2022 and we will continue this program into 2023. After evaluation, the next steps to support our students with this funding will be: to continue formally incorporating integration funding decision making into weekly learning and support team meeting agendas to ensure funding use is regularly reviewed. The use of integration funding will continue to be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$17,917.09</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elanora Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support [name] program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: SENA K-6 - This year the SENA assessment was again implemented by all teachers across K-4. This data has been a focus for many years, meaning that this information builds on previous years. The assessment was done in the middle of Term 1 . After all the SENA results were collated, grade teams analysed their results, during collaboration time, which lead to the creation of grade goals and directions to achieve these goals. The general themes derived from this process this year included a need to focus on the flexibility of students' reasoning about place value of whole numbers and decimals, greater attention to problem solving strategies including word problems and problems provided where the computational focus is not known, a need to</p>

<p>Socio-economic background</p> <p>\$17,917.09</p>	<p>focus on the vocabulary of mathematics and students using this to describe their problem solving processes, as well as moving students in the early years along the counting and early arithmetic strategies continuum.</p> <p>PAT Reading and Numeracy - were implemented at the beginning of Term 4 by Year 2 students only this year.. The assessment data was generated to get a general idea of relative strengths across our Year 2 classes and cohort and therefore a general focus for future programming inclusions and changes. Looking at the norm referenced reports incorporating whisker plots for each grade, the data suggests that our students perform well against same aged students nationally, however there is definite room for growth in terms of moving the students in the 75th percentile into the 95th percentile.</p> <p>Numeracy & Literacy progressions - The literacy and numeracy progressions are not yet in full use across the school in terms of plotting student progressions beyond Best Start, Year 1 Phonics Screener and the Years 3-6 Check In data for reading and numeracy. The progressions are utilised as a tool in structured collaboration sessions to inform teaching & learning programs and assist to define where to next for students and staff.</p> <p>Phonics Year 1 Screener - Year 1 students undertook the Year 1 Phonics Screener again this year with data tracked on PLAN 2. The unpacking of this data showed for the 2nd straight year significant gaps in students phonic knowledge and phonological awareness. This has led to the decision to invest in the InitiaLit K-2 Phonics Program in 2023 to support student and staff with the introduction of the new English Curriculum.</p> <p>PM Benchmarking - K-2 track their students progress either in 5 week cycles or once a term using the PM Benchmarking toolkit as an assessment guide to determine student reading levels. Further consistency across K-2 classes is required here moving forward in regards to frequency and data tracking and analysis. We have also identified a need for greater input from our LaST to incorporate their reading data within this tracking proforma to further assist identified students with learning needs in the area of reading.</p> <p>The data collated when analysed against our self-managed reading levels suggests that our Kindergarten students have been assessed at the following instructional reading levels: Limited: 0%, Basic: 18%, Sound: 35%, High: 44% and Outstanding: 3%. This data shows that 82% of the grade are reading at or above the expected level for Kindergarten students using our self-managed reading level guide. Year 1 recorded 45 out of 78 students (57% of the cohort) had achieved reading levels at a high to outstanding level. 65 out of 78 students (83%) had achieved at or above the expected reading instructional levels. Year 2 recorded that 89 of 93 students were reading at or above the minimum expected instructional reading level for a Year 2 student.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: continue to engage the Learning and Support Teacher and SLSOs to support our trajectory towards achieving targets. In 2023, EHPS will continue to employ our LaST (above allocated funding) and SLSOs along with our Your Dream Youth Outreach Worker to focus on improving our attendance rates and student wellbeing which will positively impact on learning outcomes.</p>
<p>Aboriginal background</p> <p>\$8,566.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elanora Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive School Community

<p>Aboriginal background</p> <p>\$8,566.11</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and formalisation of our school process to ensure meaningful impact. Continuation of a committed Aboriginal Education Committee, regularly meeting, has ensured Aboriginal Education is a priority at EHPS. Tell Them From Me data indicated 91% of Aboriginal students feel connected to their culture whilst at school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue engaging a LaST to broaden the position to include literacy and numeracy focus for Aboriginal identified students to support the delivery of differentiated and personalised teaching and learning, engage in high impact professional learning about Aboriginal culture and continue our Aboriginal Team's commitment to implementation of Turning Policy into Action, AECG partnership and Strong Strides Together document.</p>
<p>English language proficiency</p> <p>\$7,733.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Elanora Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers are supported by our LaST to provide explicit literacy teaching strategies for all students. • High impact professional learning has continued to focus on explicit teaching of literacy skills and differentiated strategies. Teachers looked at student data, including student English language proficiency using the progressions (Creating and Understanding Texts) and created consistent programs for literacy skills. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue building on teacher confidence and their capacity to design integrated English units reflecting all student needs, inclusive of our EAL/D learners. Ongoing professional learning will aim to incorporate language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning with continued weekly collaboration sessions in 2023.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Elanora Heights Public School in mainstream classes who have</p>

<p>\$93,900.56</p>	<p>a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MiniLit and MultiLit) to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Strength in processes has established a consistent and an effective learning support team providing targeted wrap-around support for identified students.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and the continued employment of a full-time LaST. EHPS became a Counsellor Hub School in 2022 and provided targeted psychologist support to referred students and families which will continue in 2023. Our Youth Worker was integral in the Learning and Support Team in 2022 and continued to connect with students and run the SPARC program, fostering strong social skills, empowerment and resilience.</p>
<p>Professional learning</p> <p>\$29,253.95</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 Elanora Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Driven Practices • Inclusive School Community • High Quality Curriculum Planning and Delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$29,253.95</p>	<p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal student results and stronger data driven practices.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: high impact professional learning in the form of mentoring and co-teaching. In 2023, there will be an emphasis on the professional development of staff as they implement the new K-2 English and mathematics curriculum, continuation of the Curriculum Reform and 3-6 curriculum familiarisation and the use of PLAN2 as a method of formative assessment.</p>
<p>Literacy and numeracy</p> <p>\$32,865.52</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Elanora 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"> • High Quality Curriculum Planning and Delivery • High Quality Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in data (SCOUT) analysis <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: High impact professional learning and preparation to implement the K-2 English and Mathematics curriculums.</p> <ul style="list-style-type: none"> • an increase in teacher confidence cyclical tracking of student growth data. • Benchmarking of all K-6 identified students with specific learning needs. • Analysis of student data to formalise student learning and grade goals (K-6). <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: continuation of teacher release to attend weekly collaboration grade sessions to explicitly plan and program quality literacy and numeracy units. Implementation of the Literacy and Numeracy Progressions, change from SENA to iFSR numeracy assessment and tracking, InitialLit to support benchmarking of reading progress and literacy skills, and the use of PLAN2 to record literacy and numeracy progress will continue to be a focus in 2023. Continuation of goal setting in 2023 will occur and all staff will focus on our whole school PDP goal of differentiation.</p>
<p>QTSS release</p> <p>\$105,309.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Elanora Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Curriculum Planning and Delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$105,309.92</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • Teachers demonstrating greater confidence and sense of priority in developing collaborative units, differentiated according to students' needs. • Teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria and supported the creation of individualised student learning goals. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to provide ongoing executive release for Assistant Principals to provide mentoring and co-teaching with their stage team teachers and to attend weekly grade collaboration sessions to support literacy or numeracy. A continued focus on differentiation will further improve teacher confidence and support student learning and wellbeing.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Elanora Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of 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: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs (Multi-Lit and Mini-Lit, Year 2 reading program and COVID ILSP Tutoring) for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: continuation of the engagement of additional teaching staff to extend intensive small group reading intervention programs. Continuation of Mini-Lit, Multi-Lit, COVID ILSP Tutoring, Year 2 Reading program and using PLAN2 to record literacy and numeracy observations K-6. Curriculum Reform and K-2 Initialit implementation will further support literacy and numeracy learning for all students.</p>

COVID ILSP

\$52,313.00

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing targeted, explicit instruction for student groups in literacy/numeracy - (reading and writing)
- providing intensive small group tuition for identified students.
- development of resources and planning of small group tuition
- employing/releasing teaching staff to support the administration of the program

The allocation of this funding has resulted in the following impact:

The allocation of this funding has resulted in:

- Explicit literacy and numeracy teaching and the majority of the students in the program achieving significant progress towards their personal learning goals
- Teachers using the Literacy and Numeracy Progressions to explicitly teach students at their point of need.

After evaluation, the next steps to support our students will be:

After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes continue to involve regular monitoring of students and their learning and wellbeing. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Implementation of PLAN2 to record individual student literacy and numeracy understanding is a focus for 2023. Data analysis with APC&I will support thorough tracking and planning for next steps in teaching and learning cycle.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	307	311	300	273
Girls	266	254	232	213

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	95.5	94.7	90.9
1	94.9	95.2	92.5	89.0
2	94.4	95.8	94.6	90.0
3	94.0	95.2	94.5	88.3
4	93.9	94.9	94.7	87.7
5	94.3	95.0	93.7	90.3
6	92.8	94.6	92.9	87.5
All Years	94.2	95.2	93.9	89.0
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)	4
Classroom Teacher(s)	16.49
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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	487,302
Revenue	4,790,496
Appropriation	4,305,562
Sale of Goods and Services	28,411
Grants and contributions	449,584
Investment income	6,839
Other revenue	100
Expenses	-4,741,788
Employee related	-4,166,029
Operating expenses	-575,759
Surplus / deficit for the year	48,708
Closing Balance	536,010

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	76,208
Equity Total	128,118
Equity - Aboriginal	8,566
Equity - Socio-economic	17,917
Equity - Language	7,734
Equity - Disability	93,901
Base Total	3,543,901
Base - Per Capita	134,426
Base - Location	0
Base - Other	3,409,475
Other Total	414,549
Grand Total	4,162,776

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 2022 - staff, students and parents

Students

- 90% of students in Years 4-6 reported positive relationships - 5% above the state norm
- 89% of students in Years 4-6 reported positive behaviour at school - 6% above the state norm
- 89% of students in Year 4-6 reported they value schooling outcomes - 7% below with state norms
- 199 out of 497 enrolled students completed the survey - (199 out of 226 eligible Year 4-6 students)
- 41% of students placed themselves in the High Challenge/High Skills quadrant, with 25% in the Low Challenge/High Skills quadrant. This represented a 5% decrease from 2021 results which is a positive result in our attempt to move students to the High Challenge/High Skills quadrant. Interestingly 25% of students (11% above state norm) placed themselves in the High Challenge/Low Skill quadrant in the 2022 results. This indicates that these students are being challenged academically in English or Maths but were not confident in their skills in these area(s).
- 57% of students reported they are interested and motivated, this is a 13% decrease from 2021 and 21% below the state norm.
- 33% of students in Years 4-6 reported positive homework behaviours - 30% below the state norm
- 24% of students in Years 4-6 reported that they are victims of bullying - 12% below the state norm
- 70% of students in Years 4-6 reported to agree or strongly agree in feeling proud of my school

Looking at these data, the school is reflecting on its capacity to move students from the high skills/low challenge quadrant to the high skills/high challenge quadrant. This may address the data that suggests that students are interested and motivated but do not necessarily engage fully with class tasks and homework. The school will need to investigate the messages students are providing around feelings of advocacy in our school and whether these are connected to the lack of challenge we may be providing. The data around boys engagement and satisfaction was an area that also continues to need to be investigated further.

Staff

Leadership 6.9 (7.1 NSW Govt Norm)

- **Strength**- I work with school leaders to create a safe and orderly school environment (8.2), School leaders have provided guidance for monitoring student progress (7.6), School Leaders have supported me during stressful times (7.5)
- **For development** - School leaders have taken the time to observe my teaching (5.5), School leaders have provided me with useful feedback about my teaching (5.8)

Collaboration 7.7 (7.8 NSW Govt Norm)

- **Strength** - I work with other teachers in developing cross-curricular or common learning opportunities (8.3), I talk with other teachers about strategies that increase my student engagement (8.5), I discuss learning problems of particular students with other teachers (8.5), I discuss my assessment strategies with other teachers (7.9)
- **For development** - Teachers have given me helpful feedback about my teaching (6.0), Other teachers have shared their learning goals for students with me (7.1)

Learning Culture 8.4 (8.0 NSW Govt Norm)

- **Strength** - I monitor the progress of individual students (8.8), I set high expectation for student learning (8.8), I monitor the progress of individual students (8.8)
- **For development** - Students become fully engaged in class activities (7.8)

Data Informs Practice 8.1 (7.8 NSW Govt Norm)

- **Strength** - My assessments help me understand where students are having difficulty (9.0), I use results from formal assessment tasks to inform my lesson planning (8.5)
- **For development** - I provide examples of work that would receive an "A", a "B", or a "c" (or their equivalent) (7.0)

Teaching Strategies 8.2 (7.9 NSW Govt Norm)

- **Strength** - When I present a new concept I try to link it to previously mastered skills and knowledge (8.9), students receive feedback on their work that brings them closer to achieving their goals (8.6)
- **For development** - Students receive written feedback on their work at least once a week (7.5)

Technology 6.8 (6.7 NSW Govt Norm)

- **Strength** - Students have opportunities to use computers or other interactive technology for describing relationships among ideas and concepts (8.1)
- **For development** - Students use computers or other interactive technology to track progress towards their goals (4.7), I help students set goals for learning new technological skills (5.8), I work with students to identify a challenging learning goal relevant to the use of interactive technology (6.2)

Inclusive School 8.5 (8.2 NSW Govt Norm)

- **Strength** - I establish clear expectations for classroom behaviour (9.5), I make an effort to include students with special learning needs in class activities (9.0)
- **For development** - I help low-performing students to plan their assignments (7.4), I use IEPs to set goals for students with special learning needs (7.8)

Parent Involvement 7.0 (6.8 NSW Govt Norm)

- **Strength** - I work with parents to help solve problems interfering with their child's progress (8.4)
- **For development** - I ask parents to review and comment on students' work (4.1), I make an effort to involve parents and other community members in creating learning opportunities (7.0)

Parents (1st dot point includes identified strength(s) and 2nd dot point indicates area(s) for development)

Parents feel welcome 7.4 (7.4 NSW Govt Norm)

- **Strength** - The school's admin staff are helpful when I have a question or problem (9.0), I feel welcome when I visit the school (8.4)
- **For development** - Parent activities are scheduled at times when I can attend (5.3), I can easily speak with the school principal (6.8)

Parents are informed 6.2 (6.6 NSW Govt Norm)

- **Strength** - Reports on my child's progress are written in terms I understand (7.7), If there were concerns with my child's behaviour at school, the teachers would inform me immediately (7.3)
- **For development** - I am informed about my child's social and emotional development (4.6), I am well informed about my child's progress in school subjects (5.5)

Parents support learning from home 6.2 (6.3 NSW Govt Norm) - Did someone in your family do each of the following?

- **Strength** - Praise your child for doing well at school (6.9), Encourage your child to do well at school (7.4)
- **For development** - Talk about how important schoolwork is (5.0), Discuss how well your child is doing in his or her classes (4.4)

School supports learning 6.8 (7.3 NSW Govt Norm)

- **Strength** - My child is encouraged to do his or her best work (7.6), Teachers show an interest in my child's learning (7.4)
- **For development** - Teachers expect homework to be done on time (6.1), Teachers take account of my child's needs, abilities and interests (6.6), Teachers have high expectations for my child to succeed (6.6)

School supports positive behaviour 7.7 (7.7 NSW Govt Norm)

- **Strength** - My child is clear about the rules for school behaviour (8.7), Teachers expect my child to pay attention in class (8.4)
- **For development** - Teachers devote their time to extra-curricular activities (6.2)

Safety at school 7.4 (7.4 NSW Govt Norm)

- **Strength** - My child feels safe going to and from school (8.5), My child feels safe at school (7.9)
- **For development** - The school helps prevent bullying (6.4)

Inclusive school 5.8 (6.7 NSW Govt Norm)

- **Strength** - Teachers help students develop positive friendships (6.2)
- **For development** - Teachers try to understand the learning needs of students with special needs (5.3), School staff take an active role in making sure all students are included in school activities (5.7)

Overall, parents, students and staff are extremely happy with the school and the progress made in 2022. The school vision is well known to our community and a strong school culture exists. Parents and teachers worked in partnership to build our shared vision and highly regard inclusivity, connection, nurturing, innovation, a supportive environment, belonging and kindness.

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.