

2022 Annual Report

Engadine West Public School



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Introduction

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

At Engadine West Public School we provide opportunities and support for all members of our school community to engage with learning and achievement through a dynamic culture of high expectations and respect.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire close to the Royal National Park. The school prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school to support students.

Comprising 580 students and 50 staff including 4.5% beginning teachers, the school's family occupation and education index (FOEI) is 63. A small number of students are at the emerging stage of EAL/D and 6.86% students have a language background other than English. 12 students are from an Aboriginal or Torres Strait Islander (ATSI) background. Overall student enrolment has declined by an average of 5.49% over the past three years as a greater number of students are leaving Year 6 than enrolling in Kindergarten.

The wellbeing and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of educational and extra-curricular programs.

The situational analysis has identified a need to use data driven practices to ensure student learning growth. Work is planned in the area of deeper differentiation for high performing and gifted learners. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Continual monitoring of student performance data will determine areas of need and success at a class and whole school level. The involvement of all stakeholders is the key to success.

Students requiring additional support in their learning will be monitored through a tiered level of support. Whole school longitudinal systems will be extended and embedded to monitor and extend student growth.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe, respectful, learners and celebrates achievements.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Clear targets are established to improve student outcomes in literacy and numeracy and wellbeing.

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.

- Improving reading and numeracy through personalised student learning and explicit teaching practices
- Students attend every day supporting advocacy, belonging and expectations

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$60,333.53

Integration funding support: \$86,659.00

Low level adjustment for disability: \$151,133.43

Professional learning: \$34,640.00

Literacy and numeracy: \$39,929.00

Socio-economic background: \$43,776.88

Aboriginal background: \$11,886.00

English language proficiency: \$13,586.00

Summary of progress

In 2022 the school implemented Science of Reading activities in Years 3-6. InitialLit was implemented in Years K-2 and Heggerty phonemic awareness program was implemented in Years K-1. MacqLit continued to be implemented as a support program for students identified through the learning and support team as requiring additional support in reading. Dibels 8th Edition was implemented in Years K-6 to assess reading. A review of individual learning plans (ILPs) was undertaken. ILPs were established for students receiving individual learning support. All students requiring adjustments either had ILPs developed or adjustments recorded in class programs as a trial. The tiered program of support for student learning initiatives continued and was evaluated and adjusted each term. Attendance was monitored by the attendance team and through the learning and support team. Direct phone calls and face to face meetings were undertaken. A barrier was the availability of casual teachers due to COVID-19 restrictions. This was overcome by utilising all members of the teaching staff to cover classes. The lack of additional teachers available to the school made it a challenge to release staff to attend professional learning. The use of the MacqLit program and a strong learning and support team proved to be an enabler in supporting students with additional learning needs.

Impact

Are students improving in their growth and attainment in reading and numeracy? Internal school data showed student growth in literacy and numeracy through the monitoring of Dibels assessment data. End of Year Dibels data shows growth across all grades in reading. Kindergarten = 97% of students on track, Year 1 = 86% on track, Year 2 = 65% on track, Year 3 = 54% on track, Year 4 = 48% on track, Year 5 = 67% on track, Year 6 = 51% on track. 63% on track, as a school which is a 14% increase from the beginning of the year.

What has been the impact of enhanced practices in explicit teaching and differentiation for students and staff?

In 2022 we implemented InitialLit in Years K-2, Heggerty phonemic awareness program in Years K and 1 and Science of Reading aligned activities in Years 3-6. Dibels 8 Edition assessment data indicates overall growth in student reading ability across K-6. Teacher responses in the Tell Them From Me- teacher survey show that: *I monitor the progress of individual students* at a very high 9.2 and *I set high expectations for student learning* 9.1; well above the NSW government norm. Teachers rate the school well above state norms as drivers of student learning including leadership, collaboration, learning culture, data informs practice, inclusive school, parent involvement and teaching strategies. Importantly teaching strategies are rated at 8.2; greater than the NSW Government norm of 7.8.

Future Directions: Priorities for 2023 include whole school assessment process and monitoring in mathematics, implementation of Spelling Mastery in Years 3-6, implementation of Heggerty literacy program in Years 2-6, maintaining MacqLit and MiniLit as an intervention support strategy, assistant principal, curriculum and instruction position to begin with relational trust building and reviewing of assessment procedures and practices K-6.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above the system-negotiated target baseline of 44.91%	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 47.02% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however, progressed beyond the target baseline by 2.11% .
Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system-negotiated target baseline of 32.11%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 23.49% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target showing a decline from baseline data.
Increase the percentage of students achieving expected growth in NAPLAN reading from 57.43% in 2019 to at or above the lower bound target of 62.10% (upper bound 67.10%). Uplift 4.57%	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, Dibels assessments and data indicate strong growth in reading.
A minimum of 85.10% of students achieving greater than 90% attendance.	The number of students attending greater than 90% of the time or more has decreased by 22.4% from baseline data.
Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target.	Tell Them From Me data indicates 87.76% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school); a decrease of 1.94% from baseline data but an increase of 3.05% from 2021.
Increase the percentage of students achieving expected growth in NAPLAN numeracy from 57.14% to at or above the lower bound target of 61.80% (upper bound 66.80%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Evidence and research drive teaching and learning.

Purpose

All teachers are committed to the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Differentiated teaching practices to meet the needs of all learners
- Teacher professional practice and standards

Resources allocated to this strategic direction

QTSS release: \$117,794.03

Summary of progress

In 2022 the school ensured all teachers developed programs that were NESA compliant, had useful Professional Development Plans (PDPs) and had opportunities to achieve either accreditation or to engage with what is required for higher levels of accreditation. The school began professional learning in teaching High Potential and Gifted Education (HPaGE) and initiated programs for HPaGE students through differentiation in the classroom. A school identification and tracking system for HPaGE students was developed ready for implementation in 2023.

Impact

What has been the impact of enhanced collaborative practices to improve teaching and learning?

The Tell Them From Me Teacher Survey shows that teacher collaboration is rated at 8.6; greater than the NSW Government norm of 7.8. Importantly, teacher responses show *teachers in our school share their lesson plans and other materials with me*. 9.1, *I discuss my assessment strategies with other teachers*. 8.9 and *I discuss learning problems of particular students with other teachers*. 9.0. Staff collaboration is a school strength.

Do teaching and learning programs show evidence of adjustments ensuring all students are challenged?

Self evaluation against the School Excellence Framework in the areas of individual learning needs shows the school is at sustaining and growing where *well developed evidence based approaches, programs and assessment processes identify, regularly monitor and review individual learning needs*. In the theme of differentiation, the school rates itself at sustaining and growing where *teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement*. In the TTFM teacher survey the response *I set high expectations for student learning* was rated a very high 9.1.

Is there an increased proportion of teachers pursuing higher levels of accreditation?

In 2022 staff were surveyed to gain their interest in pursuing higher levels of accreditation and this will be a priority in 2023. Interested staff will be supported in 2023.

Future Directions

In 2023 the school plans to further support students who have talents across the four domains of achievement, and will use this talent data base to individualise support through high expectations and a range of classroom-based differentiated programs. Teachers who have self identified as wanting to achieve higher levels of accreditation will be offered more leadership opportunities to build their repertoire of practices and collection of higher levels of accreditation evidence to support their application.

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
Delivering in the theme of differentiation in the element curriculum moves to sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum and the theme of differentiation where differentiation of curriculum delivery within classrooms occurs for many students with particular identified needs by providing adjustments. The parents of identified students are advised about adjustments made.
Sustaining and growing in the theme of improvement of practice in the element professional standards is maintained.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards and the theme of improvement of practice.

Strategic Direction 3: School-wide systems and processes underpin ongoing student improvement.

Purpose

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

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

- Quality teaching and learning through data enhanced practices
- School Planning, Implementation and Reporting

Resources allocated to this strategic direction

Summary of progress

In 2022 the school furthered programs to support students through tiered student support, a better student information system and the use of the Simon Breakspear High Impact Model for School Planning. The model streamlined meetings and provided prompts for meeting progress. It used a very explicit planning tool for next concrete actions for program implementation. This model began during lock down. Successful implementation of the model with the English committee developed the Science of Reading professional learning for all staff. The model was used for planning the Aboriginal Education program implementation. Assessments were planned and used across the school with a focus on using the data to better differentiate and plan for individual student needs. The quality of the assessments proved to be an enabler as staff were able to use the data, especially in implementing the Science of Reading strategies in the classroom. The school found having enough teachers to provide release time for setting up a new system and for managing student information to be a barrier and full implementation will continue to be a priority in 2023.

Impact

What has been the impact on our enhanced assessment data use processes to improve teaching and learning?

Our school assessment data is now consistently monitored with check-in data stored in Sentral. The use of Initialit data is monitored and used to plan teaching for students in Years K-2. Student growth data is more easily tracked along with students identified for extension or support. Teacher responses in the Tell Them From Me teacher assessment has data informs practice at a high 8.0; above the NSW government norm of 7.8. Importantly, teachers responded that *My assessments help me understand where students are having difficulty 8.7 and I regularly use data from formal assessment tasks to decide whether a concept should be taught another way 7.8 and I use results from formal assessment tasks to inform my lesson planning 8.6.*

Future Directions

Data literacy professional learning continues to be a school priority. In mathematics, the school plans to implement *Essential Assessment*. To complement the use of Initialit in Years K-2, the school plans to introduce Spelling Mastery in Years 3-6 and use the data to monitor student progress in phonics and spelling.

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
Sustaining and growing in the theme of data literacy in the element data skills and use.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use-in the theme of data literacy. Professional learning in data literacy continues as a priority for staff professional learning.
Review K-6 assessment schedules in mathematics and investigate whole school assessment process.	In 2022 the school investigated the research on effective use of mathematics assessment data ready for the implementation of Essential Assessment in mathematics in 2023.

<p>School assessment schedules are developed across the school and used by teachers</p>	<p>Phonics, InitialLit, Dibels, student reports, NAPLAN and check-in assessments are monitored across the school. All students K-6 are assessed using Dibels entry, mid and end point assessments. Dibels data is stored through the AMPLIFY data base. Burt and WARP exit assessments and tier 2 student reports were undertaken and completed. Check-in assessments for Years 3, 4, 5 were completed. Individual student reports were saved on student Sentral profiles. Regular ongoing InitialLit assessments were monitored and used to support future teaching.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$86,659.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <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) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Identified students had individualised support through the provision of an SLSO to ensure success with the implementation of their IEP. Internal data shows student growth in reading and increased student engagement in learning as their individual needs are met.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to provide individualised support through the SLSO and the learning Support Team.</p>
<p>Socio-economic background</p> <p>\$43,776.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support LaST program implementation. <p>The allocation of this funding has resulted in the following impact: Equity students further supported to access the full range of curriculum and extra curriculum programs resulting in enhanced engagement and class learning success.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to enhance our learning and Support program and to provide resources for equity students.</p>
<p>Aboriginal background</p> <p>\$11,886.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Engadine West 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"> • Improving reading and numeracy through personalised student learning

<p>Aboriginal background</p> <p>\$11,886.00</p>	<p>and explicit teaching practices</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 additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal education and cultural understanding programs for all students across the school resulting in strong cultural identification and engagement with schooling for Aboriginal students and enhanced teaching practices for staff.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to provide opportunities for Aboriginal students and enhanced cultural understanding and Aboriginal education for all students across the school.</p>
<p>English language proficiency</p> <p>\$13,586.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: EAL/D students are supported in classrooms and have adjustments delivered through differentiation and the support of the learning support team (LST). EAL/D student achievement data is consistent with the achievement data of students across the school.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support EALD students through differentiation and support in the classroom appropriate to their level of need.</p>
<p>Low level adjustment for disability</p> <p>\$151,133.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$151,133.43</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Internal school data from Learning and Support shows strong growth for students who have had individualised programs or small group tuition and SLSO support to implement these programs.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support students with additional needs through SLSO support in implementing LaST developed individual education plans.</p>
<p>Professional learning</p> <p>\$34,640.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • InitialLit purchase of program and professional learning for staff. • Heggerty professional learning for staff. • PBL training and support • Collaborative planning days for programming and data discussions, assessment scheduling, and data literacy professional learning. <p>The allocation of this funding has resulted in the following impact: End of Year Dibels data shows growth across all grades in reading. Kindergarten = 97% of students on track, Year 1 = 86% on track, Year 2 = 65% on track, Year 3 = 54% on track, Year 4 = 48% on track, Year 5 = 67% on track, Year 6 = 51% on track. 63% on track, as a school which is a 14% increase from the beginning of the year.</p> <p>After evaluation, the next steps to support our students will be: The funds in 2023 will continue to be used to fund collaborative planning days and professional learning aligned to the strategic plan.</p>
<p>Literacy and numeracy</p> <p>\$39,929.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: This funding has enabled staff development and confidence in the use of a variety of evidence based assessments that support learning in the classroom. Dibels and InitialLit data shows strong student growth.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used in 2023 to fund the APCI position supporting the</p>

<p>Literacy and numeracy</p> <p>\$39,929.00</p>	<p>implementation of the new curriculum.</p>
<p>QTSS release</p> <p>\$117,794.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Engadine West 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"> • Differentiated teaching practices to meet the needs of all learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the strategic improvement plan (SIP) and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Shoulder to shoulder support for teaching staff in the implementation of new assessments, new ways of teaching reading and better implementation of programs and PDPs. Tell Them From Me teacher survey shows staff collaboration to be a school strength,.</p> <p>After evaluation, the next steps to support our students will be: QTSS funds will continue to be used to strengthen staff professional practice and enhanced teaching of literacy and numeracy through the implementation of the new curriculum. Five-weekly collaboratively coaching sessions will be a priority in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Engadine West 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the strategic improvement plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Through the implementation of SOR and the LaST support student reading growth has improved as evidenced through check in and DIBELS assessments.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to implement the APCI program in 2023 with the new curriculum being a priority.</p>
<p>COVID ILSP</p> <p>\$107,380.00</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>

<p>COVID ILSP</p> <p>\$107,380.00</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 analyse school and student data to (identify students for small group tuition groups/monitor progress of student groups) <p>The allocation of this funding has resulted in the following impact: Students who were supported through this program made excellent growth in phonics and phonemic awareness, as documented in the MacqLit program data.</p> <p>After evaluation, the next steps to support our students will be: The school will co-fund this program in 2023 to maximise the support for identified students to engage in the MacqLit program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	324	320	301	294
Girls	360	336	310	296

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	96.3	95.2	91.8
1	94.2	95.2	95.2	90.2
2	94.5	96.0	93.8	91.1
3	95.2	96.3	94.5	90.0
4	94.3	94.4	94.2	90.5
5	94.7	94.4	93.2	87.8
6	93.3	93.5	92.8	89.2
All Years	94.3	95.0	94.1	90.1
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)	22.08
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*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	285,346
Revenue	5,623,547
Appropriation	5,189,296
Sale of Goods and Services	10,139
Grants and contributions	418,118
Investment income	5,993
Expenses	-5,520,487
Employee related	-4,754,077
Operating expenses	-766,410
Surplus / deficit for the year	103,060
Closing Balance	388,406

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	86,659
Equity Total	220,382
Equity - Aboriginal	11,886
Equity - Socio-economic	43,777
Equity - Language	13,586
Equity - Disability	151,133
Base Total	4,267,707
Base - Per Capita	154,387
Base - Location	0
Base - Other	4,113,319
Other Total	453,456
Grand Total	5,028,204

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

In 2022, 234 students in Years 4 to Year 6 were surveyed on a number of areas relating to their experiences at school.

88% of students had positive relationships with other students and 78% participated in school sport. 90% valued the outcomes they were working towards at school and 84% believed they have positive behaviour at school. 20% of students displayed positive behaviours towards homework. 52% of students said they were interested and motivated in their learning, and 84% said they tried hard to succeed in their learning.

In 2022, parents and carers were surveyed on a number of areas relating to their experiences at school.

92% of parents/carers who responded felt the communication from school was useful which included formal interviews, informal meetings, emails, phone calls and school reports. 78% of parents/carers who responded had two or more individual discussions with their child's class teacher throughout the year, with 97% attending various parent meetings at the school (including phone calls and Zoom meetings). 83% of parents/carers who responded found the physical environment of the school welcoming, and 96% found the school easy to access and move around.

In 2022, teachers were surveyed on a number of areas relating to their experiences at school.

87% of teachers who responded believed the school was a welcoming and a culturally safe place for all students. 63% of teachers who responded were confident in their capacity to meet the needs of Aboriginal students, and 66% believed they had the knowledge required to engage with students on Aboriginal culture and histories. 67% of teachers who responded believed that students at the school retain what they have learnt after they have been tested on it. 77% of teachers said that teachers share and implement ideas about ways to help students retain what they are learning.

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.