

2022 Annual Report

Emerton Public School



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Introduction

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

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

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Message from the principal

Dear Students, Staff and Parents,

It is my pleasure to present to you our Annual Report. This report outlines the achievements, challenges, and progress made by our school community throughout the year.

Firstly, I would like to commend our dedicated staff who have worked tirelessly to provide quality education and support to our students. Their hard work and commitment have contributed to the success of our school.

I am also proud of our students who have shown great enthusiasm and eagerness to learn. Their achievements across a range of areas, as well as their involvement in extracurricular activities, have been outstanding.

Throughout the year, we continued to face various challenges, including the COVID-19 pandemic. However, our school community came together to adapt to the new normal and ensure the safety of everyone. I would like to thank all the parents for their cooperation and support in this regard.

Looking ahead, we are excited to continue our pursuit of excellence in education. We will work towards providing a learning environment that fosters creativity, critical thinking, and innovation. Our goal is to equip our students with the necessary skills and knowledge to succeed in later life.

Once again, I would like to express my gratitude to everyone who has contributed to our school's success. I am confident that with your continued support, we will witness further growth and development in the coming years as we continue to reflect and reset on our strategic directions and school improvement journey.

Nathan Smith

Principal

School vision

At Emerton Public School, our students are challenged and engaged in classrooms which create optimal conditions for learning in order to develop their full potential. High expectations for our students is a shared vision for everyone in the Emerton Public School community and we encourage higher levels of well-being by promoting the values of respect, cooperation, responsibility and a pursuit of academic excellence.

Emerton Public School strives to ensure a continuous cycle of improvement to maximise student learning outcomes.

School context

BACKGROUND

Emerton Public School is a small K-6 primary school located in Western Sydney and has a student enrolment of 230. Students are from predominantly low socio-economic backgrounds with 22% of students identifying as Aboriginal or Torres Strait Islander and 48% from an English as an Additional Language or Dialect (EAL/D) background. There are 2 Multi-Categorical support classes with a total of 14 students. The school culture at Emerton Public School is one that provides a safe, supportive, encouraging, inviting and challenging environment for students and staff, which in turn allows students' academic achievement to evolve over time. In NAPLAN Reading in 2019, 5.3% of students achieved in the Top 2 bands (or equivalent) and 37% of students achieved expected growth. In NAPLAN Numeracy, 1.8% of students achieved in the Top 2 bands (or equivalent) and 21.4% of students achieved expected growth.

SCHOOL EXCELLENCE

Deeply embedded practices are the cornerstone for the future success of each individual child at Emerton Public School. By examining school practices through our **situational analysis**, and connecting authentically with students, staff, parents and the AECG, we have identified a number of key focus areas and practices, which will allow all students to Connect, Succeed and Thrive. These include;

- Collaboration - Effective collaboration is key to sharing successful and innovative evidence informed practices across the school. We need to focus on creating a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.
- Feedback - Feedback is one of the most powerful influences on student achievement. Focusing on student self-assessment and establishing practices where comprehensive and structured feedback is provided to teachers, will provide them with a deeper understanding of the effectiveness of their teaching and ability to select and adapt strategies to meet students' needs.
- High Expectations - All students need to be challenged and engaged in order to fully develop their potential. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs.
- Data Driven Instruction - Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development. Ensuring that time is dedicated to routinely and systematically collecting data and putting systems and structures in place to record and analyse data is a priority for the school.
- Assessment - The primary role of assessment is to establish where individual students are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. The school will focus on making student assessment part of everyday practice designing and delivering high-quality formal assessment tasks.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Explicit teaching and effective classroom practice will provide opportunities to maximise student learning outcomes, with a focus on reading and numeracy. By identifying, understanding and implementing the most effective explicit teaching methods, with a focus on evidence based strategies we will ensure continuous improvement for 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.

- Systematic and Explicit Reading Instruction
- Systematic and Explicit Numeracy Instruction

Resources allocated to this strategic direction

Socio-economic background: \$120,165.00

Summary of progress

Systematic and Explicit Reading Instruction

Our focus in reading for 2022 centered around strengthening teacher knowledge and understanding of evidenced-based research and teaching strategies through professional learning. As the school was 'engaging' with the new K-2 English syllabus and teaching units, K-2 stage teams participated in further professional learning on the connections between phonological awareness and phonics to reading. The Assistant Principal, Curriculum and Instruction provided professional learning to School Learning Support Officers to assist in the support of phonics instruction by working with individual students and groups daily.

With the support of executive, K-2 teachers administered both formative and summative assessments in reading. Reading data revealed that students in later stage 1 were still requiring reading instruction on decodable texts. Teachers worked alongside the Assistant Principal, Curriculum and Instruction and Assistant Principals in planning and implementing explicit modelled, guided and independent classroom practices. Staff used department assessment tools such as the Year 1 Phonics Screening Assessment, Phonological Awareness Diagnostic and Phonics Diagnostic Assessment alongside school decodable reader and phonics assessments to provide targeted teaching. This targeted support and tracking of student data allowed teachers and school executive to closely monitor student growth and have conversations about the 'where to next'.

In 2023, K-6 need to commit to professional learning focused on unpacking the updated Effective Reading Practice Guides 2023 and Literacy Advice Guides. We need to ensure explicit instruction of all components of reading- word recognition and language comprehension- school wide. This will necessitate a closer look at the 'literacy block', effective learning intentions and success criteria and the Gradual Release Model of instruction. We will seek to consistently assess component parts of reading comprehension, through The National Literacy Learning Progression sub-element *Understanding Texts* which will support teachers to understand student needs, set student reading goals, observe students' application of the processes required for reading comprehension and provide explicit feedback.

Systematic and Explicit Numeracy Instruction

Our focus for 2022 was systematic and explicit Numeracy instruction. At the beginning of the year, the school continued its professional partnership with Anita Chin, Maths Consultant, who delivered demonstration lessons to all cohorts around the 5 part lesson structure and effective lesson warm ups. Teachers engaged in professional discussions based on their observations and their practical application for their own classes. Staff also continued refining the Mathematics Scope and Sequence in stage groups based on student data and knowledge of their learners. Barriers in school resourcing meant that this professional partnership was discontinued at the end of Semester 1.

In Stage groups, staff completed professional learning on the new K-2 Mathematics Scope and Sequence. This involved learning about the key components of the syllabus, the new pedagogy driving the changes to the syllabus, and the supporting documents underpinning effective teaching and learning in Mathematics. Teachers evaluated the changes in pedagogy against current practices, and identified areas where further professional development was required. The Stage 1 team engaged in unpacking and teaching new units of work, and how to modify them based on student data and differing learning needs.

All teachers K-6, with the exception of Stage 1, continued to use the Mathematics Scope and Sequence co-developed

with Anita Chin in 2021. This allowed for consistency in teaching across the school, and for purposeful formative and summative data to be collected. Teachers in Years 3-6 also continued using the 5-part lesson structure, and built their capacity to integrate rich mathematical language and concepts when completing purposeful math warm-ups at the beginning of a lesson. Stage 1 teachers built confidence in effectively unpacking and differentiating the new units of work and aligning them with class data, and will be used as mentors for all teachers in K-2 using the new syllabus in 2023. All staff members participated in professional learning on the familiarisation of the new Mathematics syllabus. This included face to face professional learning delivery from the Assistant Principal, Curriculum and Instruction, as well as online modules delivered by the executive team.

In 2023 we will work toward synthesising learned skills and pedagogy from Anita Chin's Professional Learning and aligning it with other key pedagogy from the new K-2 Maths syllabus. The school will also enter a familiarisation phase with the new 3-6 syllabus and work toward developing a consistent approach to the way Mathematics is explicitly taught at Emerton Public School with the mandatory implementation of the new syllabus in 2024. Whole School Professional Learning will be strategically targeted toward a deeper understanding of the syllabus, enacting new teaching practices and potentially re-building the professional partnership with Anita Chin.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 16.3%	2022 NAPLAN data indicates 11.67% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 10.8%	2022 NAPLAN data indicates 1.75% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 51.7%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 53%	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: Embedded Practice

Purpose

Collaboration is key to sharing successful and innovative evidence informed practice centred on student individual needs and improving learning outcomes. We will develop, implement and monitor new whole-school approaches that ensure all staff are collaborating effectively and confidently to embed evidence-based teaching strategies into their teaching programs.

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.

- Developing Strong, Collaborative Practice
- Data to Inform Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$54,346.17

Socio-economic background: \$100,000.00

QTSS release: \$47,118.00

Summary of progress

Developing Strong, Collaborative Practice

Our focus for 2022 was to establish school wide expectations and routines which promote effective collaborative practices. Using the High Impact Professional Learning model, teams were assisted by the Assistant Principal, Curriculum and Instruction and school executive to create quality teaching and learning programs driven by student data. Our original timeline saw a focus of English in semester 1 and mathematics in semester 2, although this was adjusted due to resourcing constraints. Establishing these embedded and explicit systems facilitated professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers. Differentiated professional learning was tailored to address staff Performance and Development (PDP) goals, meet school improvement measures and was reflective of student data. The implementation of *Learning Sprints*, which was a key element of our strong and collaborative practice initiative, proved difficult to establish as a result of resourcing constraints.

In 2023, in addition to a renewed focus on the implementation of *Learning Sprints*, we will work towards embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Data To Inform Practice

Our focus for 2022 was to develop and use student assessments regularly across stages and subject areas for the whole school to help promote consistent and comparable judgement of student learning. Through research and investigation, the school introduced use of the *Progressive Achievement Test* (PAT) assessment platform to enable these consistent judgements across the school. Professional learning was delivered on how to analyse the data extracted from the platform and its use in informing future teaching and learning. During team professional learning sessions, a variety of assessments were analysed in stage teams to inform teaching and learning programs, target specific students for programs such as the COVID Intensive Learning Support Program, provide timely and effective feedback to students and provide consistent judgement to parents in reports. Teachers effectively used assessment data to identify where students were at with their learning and improve teaching and learning outcomes.

In 2023 we will develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. We will also work towards the effective analysis and interpretation of relevant data, and collaboratively use this to inform planning, identify interventions and modify teaching practice.

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
A range of evidence supports the school's assessment/validation in the element of learning and development theme collaborative practice and feedback at sustaining and growing.	Self-assessment against the School Excellence framework shows the theme of Collaborative Practice and Feedback to be delivering.
A range of evidence supports the school's assessment/validation in the element of data skills and use, theme data use in teaching at sustaining and growing.	Self-assessment against the School Excellence framework shows the theme of Data Use in Teaching to be delivering.
A range of evidence supports the school's assessment/validation in the element of Effective Classroom Practice at sustaining and growing.	Self-assessment against the School Excellence Framework shows the element of effective classroom practice to be delivering.
100% of teaching and learning programs are informed by analysis of high level data and show evidence of comprehensive data collection.	Analysis of teaching and learning programs indicate an increase of 25% of programs being informed by comprehensive student data.

Strategic Direction 3: Building Connections

Purpose

We will ensure that every student is provided with opportunities to Connect, Succeed and Thrive by building strong relationships and connections across all levels of the school community. By adopting a consistent approach to student wellbeing and maintaining high levels of student attendance and engagement, our students will have the opportunity to develop to their full potential.

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 Wellbeing
- Improving Attendance

Resources allocated to this strategic direction

Socio-economic background: \$257,229.00

Summary of progress

Improving Wellbeing

Three new major evidence-based well-being programs were implemented over 2022. *Kindness On Purpose* was implemented at the beginning of the year to address the need for students to self-regulate, develop a sense of empathy, decrease student anxiety, and encourage students to make positive behavioural choices. A *Kindness On Purpose* room was created for the students to use as an area to self-regulate. *STOP THINK DO* was introduced in Term 2. This program encouraged students to solve conflicts and problem solve. The students use *Kindness on Purpose* strategies to work from being in a red zone to a green zone, following a traffic light symbol. Teachers explicitly worked through the *STOP THINK DO* program in class and a Well-being School Learning Support Officer and Assistant Principal, Wellbeing worked with our high needs students to develop individual *STOP THINK DO* programs, focusing on strategies that students can use to self-regulate. Our third program was *Peer Support- Moving Forward*, which focused on building resilience. The program provided opportunities for our senior students to improve their leadership skills, improve their confidence and experience personal growth. The *Peer Support- Moving Forward* program also supported younger students to develop strong connections to their peers and engagement within school. The program reinforced the 3 step *STOP THINK DO* method for our students to cope with challenges.

Becoming a *Kindness On Purpose* school and combining it with *STOP THINK DO* has had a positive impact on the school community. We held several whole school events, such as a Kindness Launch day, Kindness Through Art Show and mid-term Kindness Weeks where students and staff carried out acts of kindness. *Kindness On Purpose* has had a positive impact on both students and staff which is evidenced through a common language approach across the whole school community. As a result of a sustained focus on well-being programs throughout 2022, the school has experienced a decrease in the number of students attending restorative practice, a decrease in suspension rates and a decrease in the number of reported negative classroom incidents.

In 2023 we will begin phase 2 of the *Kindness On Purpose* Program which emphasises empathy between students. This reinforces and extends those key skills and strategies students were introduced to during our foundation year of the *Kindness on Purpose* Program. We will also continue with implementation of the whole school *STOP THINK DO* program which provides the opportunity to utilise those skills and strategies from within the *Kindness on Purpose* Program. In addition to whole school programs, we will continue to focus on individualised programs to support students to utilise a range of skills and strategies to develop their ability to self-regulate.

Improving Attendance

Throughout 2022, there was a whole school approach to consistent attendance. The Assistant Principal Well-being supported families by closely monitoring student attendance daily, communicating through phone calls and meetings and providing family support, where needed. A list of targeted students was developed, which gave classroom teachers a focused approach to monitoring student attendance and was promoted and supported by all staff. Individual students were provided with attendance targets and monitored their attendance daily on their own attendance charts. Improvements in attendance are recognised through awards, the school newsletter and postcards home. Attendance is promoted to the community through Facebook and flyers. Whole school attendance initiatives are implemented each term to encourage increased rates of student attendance. The Aboriginal Education Officer ensured positive attendance and engagement for Aboriginal students, by supporting those students with specific attendance concerns. The Assistant

Principal Wellbeing met fortnightly with the Home School Liaison Officer to monitor those students who were at risk of disengagement, discussing specific strategies for students, investigating underlying causes for attendance issues and organising interventions with families such as Attendance Improvement Plans. These meetings were particularly successful in addressing the attendance concerns of our individual students who required targeted intervention, to support them to re-engage with school and their learning.

Evidence suggests that we have not met the Annual Progress Measure of increasing the percentage of students attending school more than 90%. In 2023, we will continue to promote the importance of regular school attendance in all school communications such as through newsletters, providing posters to all classrooms promoting attendance, and monitoring students who are above 85% attendance and encouraging such students to set personal attendance goals to maintain or improve their attendance percentage. We will continue to take a tiered intervention approach, with a focus on both individual and targeted interventions. We will also develop a school attendance action plan detailing the actions, processes and resources required for supporting positive and improved attendance.

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 attending school more than 90% of the time to or above the lower bound target of 67%.	The percentage of students attending school more than 90% of the time in 2022 was 34.9%.
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be above 89.8%	Tell Them From Me data indicates 72% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence supports the schools assessment/validation in the element of Learning Culture at sustaining and growing.	Self-assessment against the School Excellence framework shows the element of learning culture to be sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,480.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Emerton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Attention Deficit Hyperactivity Disorder, Speech and Language and adjustments aligned to Nationally Consistent Collection of Data (NCCD). • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) on a regular cycle throughout 2022. • consultation with external providers for the implementation of Personalised Learning and Support Plans and learning adjustments, such as speech therapists, occupational therapists, behaviour therapists, psychologists and Paediatricians. • purchase of quality literature on specific disabilities and adjustments • release for classroom teachers to conduct Integration Funding Support (IFS) review meetings <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 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. <p>After evaluation, the next steps to support our students will be:</p> <p>Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$571,870.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Emerton 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"> • Systematic and Explicit Reading Instruction • Systematic and Explicit Numeracy Instruction • Developing Strong, Collaborative Practice • Improving Wellbeing • Improving Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in Quality English and Quality Numeracy Pedagogy to support student learning • employment of additional staff, including SLSO's to support literacy intervention program implementation. • establishment of programs to support student well-being including Kindness on Purpose, Stop Think Do and Peer Support programs. • employment of staff to provide release for Assistant Principal Well-being to implement and lead evidence-based programs to support a holistic well-

<p>Socio-economic background</p> <p>\$571,870.00</p>	<p>being approach for all students.</p> <ul style="list-style-type: none"> • employment of a Community Liaison Officer to assist in the development and implementation of support programs for students and the community including a playgroup program, breakfast club and vocational education and training programs for parents. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased understandings for all staff of both quality English and Numeracy pedagogy. - Students receiving individualised support through literacy intervention programs demonstrating consistent growth and achievement on internal assessment data. - School wide improvement in student social-emotional outcomes as indicated through Tell Them From Me survey data. - A consistent approach to evidence based well-being programs has been established school-wide. - Increased rates of community engagement through the provision of a Community Liaison Officer providing support and assistance to families across a range of areas. <p>After evaluation, the next steps to support our students will be:</p> <p>To support both students and families to gain broader and equitable access to curriculum and learning via a financial assistance pathway, providing funding to ensure engagement in whole school activities, including extra-curricular activities such as excursions. We will also continue with employment of a Community Liaison Officer to improve communication with parents and provide learning to parents and carers so they can engage in and support their children's learning.</p>
<p>Aboriginal background</p> <p>\$75,728.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Emerton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Across a number of domains for NAPLAN in 2022, the school saw an overall increase in average scores for both Year 3 and Year 5 students from an Aboriginal background. In particular, average scores in Reading, Spelling, Grammar and Punctuation and Numeracy showed an upward trend across both cohorts, and in some cases average scores were above both state and SSSG (Year 3 Spelling and Year 5 Grammar and Punctuation). - All Aboriginal students were supported to develop PLPs in consultation with families, students and teaching staff (CRT's & AEO). PLP implementation throughout 2022 was impacted by COVID-19, especially family engagement and the ability to provide in class support, linked to the achievement of PLP goals. - Students participated in specific programs targeted at providing opportunities to develop a greater awareness of Aboriginal culture and

<p>Aboriginal background</p> <p>\$75,728.00</p>	<p>history and effective links were established with the Clontarf Program through Mt Druitt Chilfey College campus to enable students to connect with their own culture.</p> <p>After evaluation, the next steps to support our students will be: Whole school professional learning for all staff on Aboriginal history, language and culture, as well as connection to country, Education Policy and Turning Policy Into Action. Create opportunities for increased family engagement, based on identified needs, and improved connecting between the school and non-government and government agencies.</p>
<p>English language proficiency</p> <p>\$46,369.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Emerton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional 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: - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To provide EAL/D Progression levelling professional learning to staff and engage the services of an EAL/D specialist teacher/adviser to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$226,728.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Emerton 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"> • Developing Strong, Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a School Learning and Support Officer to work with individual students within the classroom/whole school setting • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students, and work shoulder to shoulder with class teachers • employment of an Occupational Therapist to provide intervention programs that support student needs • employment of SLSO to improve the development of students by implementing school speech language program developed by Speech Pathologist <p>The allocation of this funding has resulted in the following impact: - Class teachers and School Learning Support Officers were able to collaborate together under the guidance of the Learning and Support Team to ensure appropriate accommodations and adjustments were implemented in the classroom and reflected in teaching and learning programs. - All staff were provided with professional learning based on specific needs in their class, and common identified needs across the school such as Speech and Language disorders and ADHD. - School based literacy, numeracy and speech programs were developed in</p>

<p>Low level adjustment for disability</p> <p>\$226,728.17</p>	<p>collaboration with specialists to ensure targeted learning for students with disability.</p> <p>After evaluation, the next steps to support our students will be: Provide opportunities and time for class teachers and SLSOs to collaborate more deliberately on targeted strategies and adjustments for learners in the classroom. Personalised Learning and Support Plans will reflect progression data so that achievement is visible and can be tracked more specifically.. Teaching programs will reflect purposeful planning for students with disability and show specific differentiation and accommodation for these learners.</p>
<p>Professional learning</p> <p>\$22,612.00</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 Emerton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing opportunities for teaching staff to participate in professional learning to unpack evidence-based approaches to teaching in both literacy, numeracy and other identified areas of the curriculum or identified areas of student need. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$47,118.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Emerton 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"> • Developing Strong, Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • 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:</p> <ul style="list-style-type: none"> - In Term 1, 9 staff piloted learning walks in 2 groups. Feedback reported all executive found learning walks a positive experience for those involved in the trial. Both groups reported a refinement was needed in a consistency in teacher understanding of the feedback process. <p>After evaluation, the next steps to support our students will be: To ensure consistency in teacher understanding of learning walks.</p>
<p>COVID ILSP</p> <p>\$269,040.00</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</p>

<p>COVID ILSP</p> <p>\$269,040.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Provision of small group tuition for students identified in need of literacy and numeracy support, in order to be successful in meeting curriculum requirements. - The employment of additional teachers, educators and paraprofessionals as part of a whole school approach to literacy and numeracy, ensuring that the funding was efficiently used to support students identified. <p>After evaluation, the next steps to support our students will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. We will also review school learning and support processes to ensure that regular monitoring of students and the provision of additional in-class support provides students with the opportunity to continue to meet their personal learning goals.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	124	126	117	128
Girls	100	107	114	102

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.7	81.7	89.1	80.0
1	86.1	87.5	90.4	78.8
2	88.8	86.4	91.9	82.1
3	88.1	86.0	89.0	82.0
4	90.5	87.5	90.9	82.8
5	86.1	87.2	88.8	82.6
6	93.4	87.2	90.4	84.2
All Years	89.1	86.2	90.1	81.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	10.66
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Administration and Support Staff	4.42

*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	401,540
Revenue	4,266,534
Appropriation	4,204,457
Sale of Goods and Services	16,960
Grants and contributions	43,077
Investment income	2,041
Expenses	-3,721,547
Employee related	-3,292,892
Operating expenses	-428,655
Surplus / deficit for the year	544,987
Closing Balance	946,528

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	148,326
Equity Total	920,697
Equity - Aboriginal	75,728
Equity - Socio-economic	571,871
Equity - Language	46,370
Equity - Disability	226,728
Base Total	2,278,700
Base - Per Capita	61,411
Base - Location	0
Base - Other	2,217,289
Other Total	482,481
Grand Total	3,830,204

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 the opinions of students, staff and parents were sought through the use of annual Tell Them From Me Surveys and from a range of informal collection methods including interviews and parent meetings.

Overall, parents and caregivers feel that Emerton Public School supports and encourages positive behaviour. Parents strongly agreed that teachers expect students to pay attention during class activities and that their child is clear about the rules for behaviour. With respect to an inclusive environment, parents felt that school staff take on an active role in making sure all students are included in school activities, and that staff assist students to develop positive friendships with their peers. Parents felt that their child is encouraged to do their best and that school progress reports are written in terms which are easily understood.

64 students from Year 3 - Year 5 completed the Tell Them From Me Primary Student Survey which identified the following;

- 75% of students either agree or strongly agree that they are proud of their school
- 72% of students report a positive sense of belonging
- 73 % of students agree that they have friends at school that they can trust and who encourage them to make positive choices
- 89% of students believe that schooling is useful and that it will have a strong bearing on their future

Of those staff who provided feedback throughout the year, almost all emphasised the value of collaboration with their colleagues.. Staff indicated that they regularly communicate with each other about strategies that increase student engagement, in addition to discussing assessment strategies and the individual learning programs of particular students. A high proportion of staff report providing written feedback on a consistent basis and that learning goals are regularly discussed with students at the beginning of lessons. Staff indicated that students have opportunities to use computers or other interactive technologies to analyse, organise and present subject matter. With regard to an inclusive school environment, a high number of teaching staff report establishing clear expectations for classroom behaviour and a desire to increase their understanding of students with additional learning needs..

Possible areas for future improvement could include;

- parent activities to be scheduled out of school hours
- increasing communication with parents regarding school activities and
- staff developing a greater understanding of the learning needs of students with special needs.

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.