

2022 Annual Report

Edensor Park Public School



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Introduction

The Annual Report for 2022 is provided to the community of Edensor Park 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

We are committed to fostering the development of the whole child by building a positive culture and by empowering our students to be active citizens in a globalised world.

School context

Edensor Park Public School was established in 1989 in South Western Sydney on Dharug Country. There are 295 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with 83% from language backgrounds other than English. There are 29 languages represented within the school community with Arabic, Assyrian and Vietnamese being the predominant groups. The FOEI (Family occupation and employment index) for 2021 is 130. The parent community values education and have high expectations for their children.

Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy. Most of the teaching staff are experienced, with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellors and administrative staff, including School Learning Support Officers.

The majority of the school's equity funding will be used to support initiatives developed in the 2021 - 2024 Strategic Improvement Plan.

As a result of our rigorous Situational Analysis, which included a strong and inclusive community consultation, we have identified the need for our continued emphasis on embedding effective teacher quality in order to ensure students achieve expected growth and attainment. There will be a strong focus on positive education to further develop whole school community knowledge, understanding and use of effective practices, pedagogies and strategies to support student wellbeing. As a result, 2021-2024 School Improvement Plan key focus areas are:

- **Student Growth and Attainment**

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

- **Effective Teacher Quality**

Embed a learning culture that develops quality teaching practices and pedagogies in line with the professional standards and current evidence.

- **Positive Education**

Staff at Edensor Park Public School strive to create a culture of positive education that encompasses a holistic approach to wellbeing, where the student is supported, challenged and monitored. In partnership with our students, staff, parents and wider school community we aim to cultivate and nurture a learning environment that enables students to flourish and thrive.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

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

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$303,528.22

Integration funding support: \$21,144.00

English language proficiency: \$171,491.65

Low level adjustment for disability: \$134,439.91

Professional learning: \$23,158.20

AP Curriculum & Instruction: \$180,685.20

Refugee Student Support: \$20,170.11

Summary of progress

Our whole school focus for 2022 was the development of teacher expertise in developing spelling programs that were personalised to target students at their point of need. Effective assessment and data analysis was central to providing the structure and knowledge required to successfully meet our set targets in this strategic direction.

Staff have developed their knowledge of highly effective pedagogy in spelling through whole school professional learning and are continuing to develop their knowledge during stage based collaborations at point of need. As a result of the collection of data, teachers identified a need for a more explicit phonics/decodables based approach which will be implemented across the school in 2023.

The development of personalised learning in other areas is continuing to develop through a collaborative stage based approach. The school is refining their assessment of reading, writing and numeracy skills to develop a more targeted approach. This is being achieved through trialling Interview for Student Reasoning (IfSR) assessments, writing analysis and decodable/running record assessments. This will continue to develop in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none">• Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6%.• Increase percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	<ul style="list-style-type: none">• Year 3 reading results showed an increase in the top 2 bands, from 42.86% to 45.45%. This is an increase of 2.58%.• Year 3 Numeracy results showed a decrease in the top 2 bands, from 42.86% to 45.45%. This is an decrease of 2.18%• Year 5 reading results showed an increase in the top 2 bands, from 20.00% to 20.51%. This is an increase of 0.51%
<ul style="list-style-type: none">• Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 5.7%.	<ul style="list-style-type: none">• Our 2022 NAPLAN results indicate that none of our Aboriginal students in Year 3 and 5 achieved in the top 3 bands.
<ul style="list-style-type: none">• Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2%.	<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 2022 cancellation of NAPLAN.

<ul style="list-style-type: none"> • Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.5%. 	<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 2022 cancellation of NAPLAN.
<ul style="list-style-type: none"> • Value add continues to show excelling for K-2. • Value add moves towards sustaining and growing for 3-5 	<ul style="list-style-type: none"> • Value added data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2022 cancellation of NAPLAN.
<ul style="list-style-type: none"> • In area of Understanding Texts in Literacy, improve upon our 2021 data of 28% of students achieved expected growth. In the areas of Quantifying Numbers and Additive Strategies in Numeracy, improve upon our 2021 data of 65% of of students achieved expected growth. • Teachers to use formative and summative assessment to measure student achievement in regard to expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators. 	<ul style="list-style-type: none"> • 37.50% of Kindergarten students achieved expected end of year growth in Understanding Texts. This is an increase of 9.50% from our 2021 data. • 46.88 % of Kindergarten students achieved expected end of year growth in additive strategies. This is a 19% decrease from our 2021.
<ul style="list-style-type: none"> • SEF element 'Effective classroom practice' move from Sustaining and Growing towards Excelling. • SEF element 'Assessment' move from Sustaining and Growing towards Excelling. 	<ul style="list-style-type: none"> • Effective classroom practice against the School Excellence Framework shows the school currently performing at Sustaining and Growing. • Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Assessment.

Strategic Direction 2: Effective Teacher Quality

Purpose

To embed a learning culture that develops quality teaching practices and pedagogies in line with the professional standards and current evidence based research.

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.

- Building Capacity
- Curriculum Development

Resources allocated to this strategic direction

Aboriginal background: \$5,534.61

QTSS release: \$55,621.76

Summary of progress

Our focus for 2022 was the development of whole school summative and formative assessment processes that would inform reporting student progress to parents/carers.

The establishment of an assessment schedule, alongside a centralised google drive supported the efficient collation of data across the school. This allowed the leadership team to effectively analyse data to identify professional learning needs for teachers to improve their assessment, planning and teaching strategies. This led to the modification of SENA, sight word, spelling and phonics assessments to suit the needs of all learners.

As a result of this analysis of data, teachers will continue to develop their professional understanding in using data to improve student learning outcomes in both literacy and numeracy. This will be achieved through professional development in using IfSR to teach number talks and using decodables/predictable texts to target phonic knowledge in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• New school reporting template and teacher comments meets NESA requirements.	Self-assessment against the School Excellence Framework shows that the school is currently performing at sustaining and growing in the theme of teaching and learning programs.
• All staff will build capacity and commitment in professional development to enhance teaching and learning strategies and pedagogies, to be confidently implemented into classrooms.	Building capacity on the quality teaching framework, the what works best document and teacher professional standards. Analysis of the What Works Best Reflection Framework indicated that 90% of teachers contributed to collegial discussions and applied constructive feedback from colleagues to improve their professional knowledge and practice. This indicated progress towards the identified school target of 100%.
• 100% of teachers are trialing the school wide approach to differentiation and personalised learning programs.	100% of teachers can articulate the school wide approach to differentiation and personalised learning programs. Analysis of the school wide approach to differentiation and personalised learning programs indicated that a high percentage of teachers could identify two or more evidence based differentiation practices and/or personalised learning programs that they currently use. They could also identify other practices that they needed to strengthen or adopt. This represented the start of the development of a consistent school wide

• 100% of teachers are trialing the school wide approach to differentiation and personalised learning programs.

agreement and indicated progress towards the identified target of 100%.

Strategic Direction 3: Positive Education

Purpose

To create a culture of positive education that encompasses a holistic approach to wellbeing, where the student is supported, challenged and monitored. In partnership with our students, staff, parents and wider school community we aim to cultivate and nurture a learning environment that enables students to flourish and thrive.

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.

- Positive Education
- Community Engagement

Resources allocated to this strategic direction

Per capita: \$20,100.00

Summary of progress

Positive Education

Our target for 2022 was to continue to foster our philosophy where our students felt known, heard valued and cared for. The established position of Deputy Principal Wellbeing continued to promote Positive Education and wellbeing by implementing evidence-based practices that included strategies such as restorative practices, social-emotional learning and positive behaviour support as well as providing tiered interventions that had the potential to cater for varying student needs. The DP and Executive Team was responsible in ensuring that all school policies, procedures and practices promoted student learning and wellbeing. This was enhanced further by collaborating with teachers, students, parents/carers and community organisations such as mental health providers. This included conducting regular consultations and meetings various members of the school community to ensure that skills and knowledge was shared where needed to support our children's education and wellbeing. The DP and Executive Team worked together to foster an environment that was respectful, inclusive and safe, thus promoting the importance of positive relationships between students, teachers and parent/carers. This was strongly supported in our Tell Them From Me data that stated that 79% of our students felt that they belonged and 81% of our students felt that they had positive relationships with people in their school. Procedures and systems were put in place to successfully support students, teachers and parents/carers in the area of Attendance, streamlining the process for easier and more explicit accessibility to data.

Parent Engagement

Our target in 2022 was to continue to focus on reviewing and maintaining our communication systems with both our staff and our parent community. The end of year parent survey strongly demonstrated that our parents were extremely happy with the communications systems put in place and that they felt informed and heard. The school continued to use SeeSaw, Facebook, Skoolbag, emails and fortnightly newsletters to keep parents informed and updated about events and other matters concerning them. The parents liked the use of Seesaw in the K-2 classes as they had access to the classroom teaches to ask questions and raise concerns when needed and to receive immediate feedback, thus alleviating stress and anxiety. Within in the school the continued use of emails, WhatsApp and the Google Drive was successfully utilised to keep staff informed of change in routines, the use of resources, upcoming events, whole school organisation and provided a central place the collection and availability of data. The Principal under took professional training to set up the Sentral Parent Portal ready for the start of 2023. The system will be predominately used to upkeep Attendance records by the end of 2023 which will include more features to keep parents informed. Regular parent/teacher meetings provided a platform for parents to interact with their children's classroom teachers and discuss their academic progress, behaviour and overall development. These meetings also provided an opportunity for the teacher to offer guidance on how parents could support their children's education at home. Workshops and information sessions provided parents with the information and skills necessary to navigate the complex demands of schools. Such workshops included Stage 3 Cyberbullying, Kindergarten Orientation and P&C meetings. Our Meet the Teacher evening, Harmony Day, Mini-Fete and other various celebrations were positive Community event examples that bought families into the school and promoted cultural understanding. They also created an inclusive environment for our families making them feel welcomed and valued.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased (uplift) percentage of students attending school more than 90% of the time by 10%.	The number of students attending greater than 90% of the time or more is sitting at 88.91%, above our target of 84.9%
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	<p>Students reporting a positive wellbeing mindset in 2022 was 78%. DP Wellbeing, and Executive Staff, worked with teachers to ensure that a sense of belonging, expectations of success and advocacy at school was, again, at the forefront of our practice. 79% of students reported a sense of belonging, expectations of success and advocacy at school.</p> <p>Once again, this process enabled a positive change to student voice with appropriate actions implemented such as, the continuation of student leadership team attending the Leadership by Cowpasture conference, continuing responsibilities to student announcements, adding fortnight overviews at assembly and showing code of conduct video's made by students.</p>
<ul style="list-style-type: none"> • Positive Education is trialed in all teaching and learning programs in order to support the development of resilient and productive individuals. 	In 2022 the Positive Education was continued via demonstration lessons, team teaching and professional dialogue in stage meetings. The school focused on reducing anxiety by supporting programs designed to improve students' emotional resilience, by tackling issues concerning bullying and school safety. As a result, 84% of students demonstrated a knowledge of what to do, and who to go to, when they needed emotional support, developing positive friendships and resolving conflicts in constructive ways. 94% of students felt that they were productive and displaying positive levels of effort towards their work.
Internal measures continue to indicate a decreased percentage of students being monitored on the Behaviour Management System and Attendance Records.	TTFM analysis indicates that 85% of students report positive student behavior. The Executive team continued working with staff to build upon the consistency on positive student behaviour, where classroom interventions were designed to promote socially responsible behaviour at school. The DP led staff through the development of the School Behaviour Management Plan that was preventative, student centred and positive.
<ul style="list-style-type: none"> • Build upon current communication systems between school and home whilst continuing to increase parental involvement. 	Our target in 2022 continued to focus on reviewing and maintaining our communication systems with both our staff and our parent community. An increased number of community members joined our school Facebook group, and approximately 95% of parents were connected to SeeSaw. With the easing of COVID restrictions, there was an increase of parental engagement within the school. Evidence of this was supported through the end of year community survey. Over 75% of parents indicated that there Edensor Park PS promoted an inclusive environment, making them feel welcomed and valued.
Improvement of processes, systems and teaching practices to meet the demand of students with high needs, thus increasing the percentage of students meeting learning goals.	Tell Them From Me data shows a decrease from 68% in 2021, to 55% of students reporting positive behaviour of homework behaviour, including a 1% decrease in interest and motivation, a 0.3% increase in a positive learning environment and a 0.4% decrease in expectations for success.
<ul style="list-style-type: none"> • Continue maintaining Excelling in the element of Wellbeing as measured by the School Excellence Framework and to build upon our focus on student voice and leadership within the school. 	Self-assessment against the School Excellence Framework shows that the school is continuing to perform at excelling in the theme of Wellbeing. TTFM survey indicated that 88.82% of students have a sense of positive wellbeing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$20,170.11</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Targeted intervention for students at early levels of EAL/D progression to support language development and social interaction.</p> <p>After evaluation, the next steps to support our students will be: Continue to deliver responsive programs that meet the needs of EAL/D learners at Edensor Park Public School.</p>
<p>Integration funding support</p> <p>\$21,144.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Edensor Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Identified students receiving intensive in-class support resulting in a high level of adjustment to allow students to engage with stage-level curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide quality support for identified students in evidence-based practice for supporting students who present with complex needs. Develop great connection and alignment between all wellbeing and welfare programs across the school.</p>
<p>Aboriginal background</p> <p>\$5,534.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edensor Park 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"> • Building Capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for

<p>Aboriginal background</p> <p>\$5,534.61</p>	<p>Aboriginal students</p> <p>The allocation of this funding has resulted in the following impact: Embedded culture across the school. Strengthening staff and students' knowledge.</p> <p>After evaluation, the next steps to support our students will be: To continue to embed and to further develop as core business.</p>
<p>Professional learning</p> <p>\$23,158.20</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 Edensor Park 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff attending PL off site. Staff attending PL online. <p>The allocation of this funding has resulted in the following impact: Staff attended PL based on school and community needs. Supporting staff to develop their understanding.</p> <p>After evaluation, the next steps to support our students will be: Continue engaging in PL opportunities that align with the school and community priorities.</p>
<p>QTSS release</p> <p>\$55,621.76</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Edensor Park 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"> • Building Capacity <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 <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To continue to identify and address student needs through the development of a team of support comprising of teachers, SLSO, LAST, and executive. There has been an increase in the use of data to effective plan teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$217,405.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$217,405.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in data being used regularly to identify student growth and attainment and to reflect upon the effectiveness of classroom practice. Since engaging in the triangulation of data, high quality professional learning and implementation of effective and explicit classroom practice, staff continue to build their capacity. There has been an upward trend in reading comprehension for all cohorts over the last 12 months and a significant improvement in numeracy. Teachers have a better understanding of learning gaps through the use of summative assessment, lesson planning and effective teaching practices.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources such as Check-in and NAPLAN to identify specific student need. To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will continue to involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Socio-economic background</p> <p>\$303,528.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Edensor Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support personalised learning implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: More individualised teaching and learning in literacy and numeracy. Greater equity for all families to access the educational needs for their children. It has enabled for better support of the learning of students from diverse backgrounds by addressing their specific learning needs and providing targeted support. This led to students overcoming barriers in their learning and had the potential, and opportunity, to improve academic performance. Enhanced instructional strategies improved student engagement and motivation. Students had access to additional resources and support, which positively impacted their participation in class activities. It also improved attendance and a more positive attitude towards learning, which led to improved academic achievement. The impact of employing additional staff has resulted in increased individualised support, enhanced instructional strategies and increased collaboration. These positive impacts have contributed in creating a more effective and inclusive learning environment that meets the diverse needs of students and promoting academic success.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue to engage in highly effective classroom practices in literacy and numeracy to reflect the trajectory of achieving school targets.</p>
<p>English language proficiency</p> <p>\$171,491.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Edensor Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$171,491.65</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students were supported through individualised and classroom support to further develop their competency in speaking and writing English. This ensured students could fully access the curriculum and achieve stage based outcomes.</p> <p>After evaluation, the next steps to support our students will be: Provide continued support for students in developing their understanding and competency to clearly communicate in English with others - through one on one support with the EAL/D teacher.</p>
<p>Low level adjustment for disability</p> <p>\$134,439.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Edensor Park 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST teacher <p>The allocation of this funding has resulted in the following impact: Identified students have had increased support in achieving grade and stage level outcomes.</p> <p>After evaluation, the next steps to support our students will be: Further development and movement of student growth across grades enhancing student ability.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	145	144	152	147
Girls	134	138	139	124

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	92.3	93.2	88.0
1	94.2	91.7	91.6	89.4
2	90.0	92.9	93.5	88.1
3	91.5	92.4	93.3	90.0
4	95.5	91.6	91.9	91.1
5	91.0	91.3	90.1	87.5
6	92.4	87.2	94.6	88.5
All Years	92.5	91.3	92.6	88.9
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)	4.2
Classroom Teacher(s)	9.75
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	2.62
Other Positions	0.8

*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	855,037
Revenue	3,768,894
Appropriation	3,640,237
Sale of Goods and Services	40,672
Grants and contributions	81,550
Investment income	6,434
Expenses	-3,624,496
Employee related	-3,293,528
Operating expenses	-330,967
Surplus / deficit for the year	144,398
Closing Balance	999,435

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	41,314
Equity Total	614,995
Equity - Aboriginal	5,535
Equity - Socio-economic	303,529
Equity - Language	171,492
Equity - Disability	134,440
Base Total	2,171,144
Base - Per Capita	73,530
Base - Location	0
Base - Other	2,097,614
Other Total	549,826
Grand Total	3,377,278

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

Parent satisfaction was measured throughout the year using Tell Them From Me and school based surveys during 2022. Overall, the feedback was overwhelmingly positive, with over 90% of parents identifying that they were very satisfied with the school. The Parent community was extremely positive regarding the way the school provided a great school culture throughout the 2022 school year. Parents indicated that the school is connected to community and felt welcomed at the school. Overwhelmingly, parents felt that the school is well organised, the administration staff are welcoming, the cleanliness of the school is valued, the diversity of school activities and events provided the students with a greater sense of belonging, as well as, identifying that the students are valued, known and cared for.

Students strongly identified they are truly intellectually engaged in their own learning. 92% identified quality of instruction, compared to 86% of NSW Government Norm. 94% of students try hard to succeed in their own learning, and have identified that the school fosters positive relationships, with a 6% increase from snapshot 1 compared to snapshot 2. 76% of students feel accepted and valued by their peers and by others at the school.

Teacher data analysed in surveys have reported that there is a positive environment at the school. 96.4% agreed that school leaders treat everyone with respect, regardless of their role, as well as, caring for their wellbeing. Overall, teacher satisfaction was high. This was indicated in relation to students and staff's wellbeing being prioritised, respectful relationships amongst staff and acceptance and respect of beliefs and limitations.

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.