2023 Annual Report

Earlwood Public School

1807

Introduction

The Annual Report for 2023 is provided to the community of Earlwood Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Earlwood Public School
Homer St
Earlwood, 2206
https://earlwood-p.schools.nsw.gov.au
earlwood-p.school@det.nsw.edu.au
9789 5066

Message from the principal

It is my pleasure to present the 2023 Annual Report for Earlwood Public School (EPS) which provides a school overview and the school community with information about the school's educational performance, self-assessment and progress on strategic directions within the current school plan.

To reflect on our achievements serves an important process highlighting the strong, collaborative, professional commitment of executive, teachers and staff. A collective commitment and energy which enabled students to reconnect with peers and enhance the learning experience; opportunities for growth and self-reflection. Our education system faced incredible challenges over the course of the year which required innovation in providing all students with engaging and challenging teaching and learning experiences, whilst supporting the wellbeing of students.

EPS is endowed with a highly skilled and talented staff who are dedicated to adopting best practice. This includes having a commitment to school wide professional learning that is informed by the very best in global research. Our instructional leader provided an added dimension working in partnership with teachers in the development and provision of high quality lessons. English as an Additional Language/Dialect and Learning and Support teachers worked tirelessly to ensure our students were well supported in the classroom.

I'm also grateful to our School Learning and Support officers for their contributions to teaching and learning. The Learning and Support team played a significant role in the monitoring and promotion of school attendance and student welfare, a truly committed and caring team. I would like to acknowledge and give thanks to our dedicated administrative and leadership teams who, often went above and beyond adapting to ongoing changes, sometimes at very short notice, to ensure our school community remained safe and that all school operations ran smoothly.

Staff worked collaboratively in teams to plan and organise lessons. Their ongoing dedication to ensuring our students are known, valued and cared for was exemplified by their commitment to ongoing professional learning, exemplary teaching and learning programs and their highest priority, student wellbeing.

I want to thank Earlwood P&C Association lead by Belinda Petrone for supporting our school in the management of the complexities of 2023. The support of our teachers, partnership and advocacy for Earlwood Public School is both vital and greatly appreciated.

Finally, to our students, congratulations on your individual and collective achievements, representing Earlwood Public School with pride and demonstrating resilience and perseverance in meeting the challenges faced during 2023.

Ms N. Davis

Relieving Principal

Message from the school community

Thank you to all the ESPA members who have attended meetings and engaged with ESPA activities throughout 2023. A special thank you to the ESPA Executive committee who have volunteered many hours of their time to the successful running of the P&C at Earlwood Public School.

2023 was my first year as the P&C President and whilst I was always eager to help and contribute to the P&C, it wasn't a role I had ever imagined myself in. There was a lot to learn and grasp, however I am grateful for the opportunity and have learnt a lot about our school, families, students, and the local community Meetings were held in week 3 and week 7 of each term and it was warming to see many new faces join us along the way. We put a lot of effort into encouraging more community engagement and gaining more members. We also worked hard to listen to what our members thought could work at certain events and because of this we introduced visual pricelists at our stalls as well as using the iPads connected to Square as a point of sale to minimise human error and to help with calculating items being purchased.

The wonderful ESPA Functions committee did a great job at organising many events and fundraisers for our school community. Some of these included 2 Discos, a Mother's Day and Father's Day stall, A Mother's Day Afternoon Tea, a Pie Drive, a Pizza & Pjs day, Referendum Day BBQ and a Gingerbread House making evening. We collaborated with the school to put on a morning tea for RU OK? Day and provided the food options for Harmony Day. A special mention must go to Urmi and her Environment Team for all they have achieved with the gardens and grounds around the school. They had 3 Gardening Bees throughout the year and were committed to being present every Thursday afternoon to water the gardens, pull up weeds and move mulch to where it was needed. Urmi was able to get some donations for new plants and encouraged students to be responsible in caring for these plants.

Our Uniform Shop team was led by Kristie and Nalita. Whilst continuing to run the shop face-to-face every Tuesday morning, they spent a significant amount of time continuing to establish the online and email order portals. This entire team dedicates their own time to the shop every week and without them the Uniform shop wouldn't be able to run. In 2023 we continued a long standing tradition of giving each student a gift when we welcome them to our school in Kindergarten and when they graduate from Year 6. Kindergarten were given a red orientation T-shirt with "class of 2024" printed on it, and Year 6 were presented with a USB filled with memories from their time at EPS. The success of our P&C could not be possible without the support and encouragement from the leadership Team at EPS. In particular, Ms Davis, Ms Dillon & Ms Fomiatti who have been to every meeting and have shown constant support.

Finally, we farewell a long standing ESPA member and executive, Melissa Parker. Melissa's third child graduates from Earlwood Public School to begin high school in 2024. Melissa is a former student of Earlwood Public School and has been a big contributor to our P&C. We will always be grateful for all she has given and dedicated to ESPA during her many years as a parent at the school.

Belinda Petrone - ESPA President 2023

School vision

At Earlwood Public School we are committed to ensuring every student and teacher is inspired, challenged to learn and continually improve in a respectful, inclusive and supportive environment.

Teachers, parents and students work in partnership towards school excellence to maintain high expectations and develop responsible, engaged and successful learners who are known, valued and cared for.

School context

Earlwood Public School acknowledges the traditional custodians of the land on which our school stands, the Wangal, Bedigal and Kameygal people of the Eora Nation. We pay respect to the courage of Elders past and present. With loyalty we recognise and respect their cultural heritage, beliefs and relationship with the land, which continue to be important today. With courtesy we remember this is, was and always will be Aboriginal land.

Earlwood Public School is located in South West Sydney and is a major hallmark in the area proudly serving its diverse learning community, while upholding its reputation of academic and sporting excellence and student wellbeing. The school has an enrolment of 638 students.

Working in partnership and complementing the work of staff towards school excellence, the school is characterised by a highly supportive and active multicultural community. 80% of students have a language background other than English with Greek and Chinese families representing the largest groups. The Greek Community Language Program is offered to all students and English as an Additional Language or Dialect teachers provide support to students whose first language is not English.

All students are encouraged and supported to be active participants in their own learning. The school has two Opportunity Classes, a support class for students with a physical disability and a team of itinerant teachers who support students in schools with vision impairment.

An extensive array of extra-curricular opportunities in Sport, Public Speaking and Debating, Coding and Robotics, Chess, Creative and Performing Arts including Dance, Choir and Band, along with environmental initiatives enable our students to excel through a range of activities.

The school's staffing entitlement in 2022 was 44 teaching staff and 5 non-teaching staff. The school employs a business manager 2 days per week and an instructional leader using school funds. Our executive team is stable with the majority being here for more than 4 years. 20% of our staff are in their early career as teachers. There is a 5% turnover of staff each year with the average length of service in the current position 16 years.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that Earlwood Public School has historically high student achievement, however, growth in both reading and numeracy are areas for explicit focus in the new school plan.

Data has also demonstrated that students would appreciate further challenge and engagement in English and maths and that a greater focus on personalised learning is required. This will be achieved with an emphasis on explicit teaching practices that demonstrate differentiation, goal setting and explicit feedback. Student engagement coupled with high expectations will underpin the work in this area.

2. Explicit systems and practices for differentiation and assessment

Evaluation of improvement measures indicated that we need to further develop staff expertise in the analysis and use of data to inform planning and teaching practice while assisting staff to develop and implement a range of assessment strategies. We are continuing to develop our understanding and use of formative and summative assessment practices to be more consistent and to cater for the full range of learning needs.

This focus is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to differentiate the curriculum and embed evidence-informed teaching strategies for

every student in every classroom. The instructional leader, with a focus on the explicit differentiated teaching of numeracy and regular data conversations will lead much of the work in this area.

3. Wellbeing

Optimising the wellbeing of all will be the central and overarching theme driving school improvement while providing the optimal learning environment and strategies for our students to connect, succeed and thrive. EPS is in the enacting stage of implementing Mindfulness to staff and students and this will continue into the new school plan with ongoing professional learning and implementation by class teachers incorporating regular mindful breaks throughout the school day.

In addition further investigation into Learning Dispositions will be planned. Learning Dispositions refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning. Positive dispositions include independence, courage, curiosity, concentration, creativity, responsibility, resilience, patience, perseverance, playfulness, imagination, being interested in things, enjoying problem- solving, being a good listener, assessing and taking risks.

Student voice is a vital part of the teaching and learning cycle and the quality of school life. We will continue to provide opportunities for students to express their voice through increased opportunities in decision making and students and teachers designing solutions together.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Maximise learning outcomes in reading and numeracy to build strong foundations for academic success.

Initiatives

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

- Personalised Learning
- Explicit Feedback

Resources allocated to this strategic direction

English language proficiency
Refugee Student Support
Low level adjustment for disability
Aboriginal background
Socio-economic background
New Arrivals Program
Integration funding support
6101 Consolidated Fund Carry Forward
Professional learning
Per capita
AP Curriculum & Instruction

Summary of progress

Personalised Learning

The systematic analysis of reading and numeracy data provided for differentiated learning and tracking progress and growth for all students. Personalised Learning and Support Plans (PLaSPs) were developed, implemented and monitored inline with learning goals and success criteria throughout the year. Individual plans (Learning Plans, Behaviour Plans etc.) for targeted students were co-created with class teachers and monitored by key stakeholders throughout the year. Staff reported that PLaSPs were a highly effective approach in meeting the needs of students, monitoring their progress, and analysing the impact of targeted interventions.

Ongoing support for students learning English as an Additional Language or Dialect (EAL/D) involved collaborative practices between the EAL/D teacher and class teachers to ensure continuity of support for students, and transference of students' knowledge and skills from small groups to the classroom and beyond. Personalised Learning Pathways (PLPs) provided ongoing support for Aboriginal students and included community consultation to ensure culturally safe protocols were followed.

Stage meetings with a focus on tracking student achievement in reading were embedded. Evaluation of internal and external data sources identified comprehension and vocabulary as a focus areas in reading instruction. Baseline data was collected and analysed across the K-6, with 95% of students demonstrating growth in reading in school based assessments. Formative and summative assessments were effectively utilised to inform planning.

Professional learning was embedded in data cycles during stage meetings and data routines including weekly collaborations. These routines enabled all teachers to use student work samples to identify next steps in learning and deliver quality differentiated learning to all students. Collaborative planning meetings provided regular opportunities for stage teams to discuss student progress and planning. This time was used to analyse data from formative and summative assessments. Student data analysis enabled teams to identify areas of success and areas for further growth within each stage, year and individual. From this, target areas for improvement were integrated as a key focus in programming.

Explicit Feedback

Teachers were provided with high impact professional learning through the AITSL website on types of effective feedback. Teachers were given the opportunity to reflect on their current practice and to consider feedback practices that are relevant to their teaching.

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
An increase in Check-in- Assessment mean scaled score for numeracy in Years 3-6 for 2024 compared with Year 3-6 in 2022.	In Year 4, there was a decrease of 5.1% of students who answered the Numeracy Check In Assessments correctly. In Year 5, there was an increase of 9.8% of students who answered the Numeracy Check In Assessments correctly. In Year 6, there was an increase of 9.6% of students who answered the Numeracy Check In Assessments correctly.
An increase in Check-in- Assessment mean scaled score for reading in Years 3-6 for 2023 compared with Year 3-6 in 2022.	In Year 4, there was an increase of 4.1% of students who answered the Reading Check In Assessments correctly. In Year 5, there was an increase of 9% of students who answered the Reading Check In Assessments correctly. In Year 6, there was an increase of 8.5% of students who answered the Reading Check In Assessments correctly.
An increased percentage of students from 2022 achieving at or above expected growth in determined literacy school-based assessments.	Early stage 1 data in reading demonstrated a 11.2% improvement over the year in recognising and blending phonemes. Term 4 results showed 36% of ES1 students achieved 100% in the final assessment (an increase in 12% from 2022). 52% of students achieved between 85% and 100% (55% in 2022) and 12% of students achieved below 85% (21% in 2022). Stage 1 assessment data indicates that 92% of Year 1 and Year 2 students could recognise, read, blend and segment taught phonemes (95% in 2022). 72% of Stage 1 students could read consonant blends and split diagraphs (77% in 2022). Stage 2 and 3 assessment data indicates that in a six month period 55% of students demonstrated expected growth (45% in 2022), and 48% demonstrated more than expected growth (47% in 2022).
An increased percentage of students from 2022 achieving at or above expected growth in determined numeracy school-based assessments.	Across the school, formative and summative assessments indicated between 90-95% of students demonstrated expected growth in mathematics.

Strategic Direction 2: Explicit Systems and Practices for Assessment and Differentiation

Purpose

Ensure explicit systems and practices for assessment and differentiation are embedded through the focus on data driven teaching practices that are responsive to the needs of students at different levels of achievement.

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.

- Assessment
- Collection and Analysis of Data
- Effective Teacher Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction
Per capita
QTSS release

Summary of progress

Assessment:

Teachers engaged in Professional Learning on formative assessment practices and how data is used to drive the learning process. This has improved consistent teacher judgment across all stage groups. Focus areas included assessment strategies in numeracy that complement the new mathematics syllabus. Effective feedback through a variety of exit slips, anecdotal notes and student observations has assisted in differentiation of student learning. In 2024, teachers will continue to review and reflect on a range of quality formative and summative assessments to cater for all learning needs.

Collection and Analysis of Data:

Teachers have undergone training and discussion to enhance their proficiency in monitoring student progress through the collection of consistent formative and summative assessment across all stages. Educators participated in Professional Learning sessions and numerous Strategic Direction meetings aimed at familiarising them with the capabilities of different systems, and were allocated dedicated time to analyse and review student progress so that programs and practices can be modified to better meet student outcomes.

Effective Teacher Practice:

Staff has developed their pedagogy, incorporating quality evidence-based, differentiated lessons to challenge and engage all students. Teachers engaged in professional learning on the evidence-based teaching of mathematics, curriculum reform and met one-to-one with the Assistant Principal Curriculum and Instruction (APC&I) to discuss evidence-based, high impact strategies to identify and develop learners to their full capacity in mathematics. Classroom observations and 1:1 mentoring from the APC&I in conjunction with reflection and feedback, assisted in the implementation of best practice. Internal assessment data in Stage 1 demonstrated an increase of students working at and above the expected range of Stage 1 numeracy outcomes. These practices are continuing to be developed school-wide to meet the needs of all learners.

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
• An increase in teacher capacity from 2022 in delivering and evaluating quality formative and summative assessments to cater for all learning needs.	There was an increase in teacher capacity from 2022 to 2023 in delivering and evaluating quality formative and summative assessments in numeracy and literacy to cater for all learning needs. This was evident in the annotations of teaching programs where adjustments were made to cater for the different needs and through the rich discussions that followed during

• An increase in teacher capacity from 2022 in delivering and evaluating quality formative and summative assessments to cater for all learning needs.	stage meetings. Teacher created assessments were evaluated and adjustments made.
• An increase in teacher capacity from 2022 in monitoring data and evaluating measurable improvements to inform teaching.	There was an increase in teacher capacity from 2022 to 2023 in monitoring data and evaluating measurable improvements to inform teaching. Teachers evaluated data results from Check-In Assessments, NAPLAN results and teacher-created assessment data to identify areas of focus.
• An increase in teacher capacity from 2022 in planning adjustments and differentiating teaching practice and programs to address student needs.	All teachers from K-4 actively collaborated with the APC&I demonstrating increased capacity in using baseline data and classroom assessment to plan adjustments to differentiate teaching and learning based on student needs in numeracy.

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

The school community will thrive in a positive learning environment equipped with the social and emotional skills to develop a strong sense of belonging and connectedness.

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.

- Student Engagement
- Wellbeing

Resources allocated to this strategic direction

Per capita

Summary of progress

Student Engagement

The Engagement Perseverance Optimism Connectedness Happiness (EPOCH) Survey was implemented in Years 4, 5 and 6 during Terms 1 and 4. Teachers engaged in the analysis of the data in relation to their class to identify their students' needs and possible further action. The EPS Attendance Monitoring Flowchart and school based attendance procedures were shared with staff to ensure best practice and student attendance (in every class) being regarded as everyone's business. Stage leaders and the School Attendance Team continue to prioritise discussion of students with attendance at or below 95% at weekly Learning and Support and stage team meetings. School based procedures continue to target unexplained and partial absences. Where required, the involvement of support staff and external agencies was requested to strive towards attendance goals for at risk students. Positive attendance behaviours (improved and excellent student attendance) continue to be acknowledged through an Earlwood Public School Attendance award.

Future steps include continuing to administer the EPOCH Survey biannually to monitor higher levels of student engagement and wellbeing and assess strategic direction initiatives. The School Attendance Team will continue to meet regularly to analyse SCOUT attendance data to target and support at risk students. Increasing students attending greater than 90% of the time will continue to be a target through various attendance initiatives.

Wellbeing

Numerous initiatives aimed at promoting a strong sense of belonging have continued with success. RUOK Day centred on highlighting the importance of close connections and strong relationships with all stakeholders. In Term 4, a Wellbeing Day was organised for students, focusing on nurturing a sense of wellbeing and reinforcing messages related to positive mental health. The entire school is dedicated to prioritising wellbeing, leading to collaboration between community members and external agencies for successful wellbeing days. By adapting a KidsMatter survey, school-based data was gathered across all grades (K-6) and compared with external Tell Them From Me (TTFM) data. Thorough data analysis and collaborative discussions among staff enabled the identification of specific focus areas and deliberate next steps for individual class and grade cohorts. The K-6 Buddy Program has continued across the school with a fortnightly focus and activities centred on key Social and Emotional Learning (SEL) skill areas, helping students develop positive social skills. Professional Learning ensured teachers were provided with an understanding of how to intentionally teach SEL skills and foster resilience with students.

Social and Emotional Learning and mental health initiatives will continue to be prioritised in 2024. Future directions include establishing links between Social and Emotional Learning (SEL), the PD/H/PE syllabus documentation and the Personal and Social Capability continuum. A School Wellbeing Check will be completed by staff in early 2024 to assist in identifying and analysing how Earlwood Public School performs across the five key elements of the Australian Student Wellbeing Framework. Student voice will continued to be prioritised through the implementation of TTFM survey Years 4-6 and KidsMatter survey K-6, biannually. The K-6 Buddy program will continue to be reviewed to develop positive social skills of students and help them understand and use these values in safe, supportive social settings. Staff wellbeing initiatives will be prioritised to ensure an environment and culture where all members of the learning community feel supported and have the opportunity to flourish.

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 in the percentage of students from 2022 experiencing higher levels of wellbeing informed by the EPOCH measure of wellbeing.	There was an increase in the percentage of students from 2022 experiencing higher levels of wellbeing informed by the EPOCH measure of wellbeing. EPOCH data indicates ongoing focus is required in the areas of engagement and optimism.
• The percentage of students attending school > 90% of the time meets or exceeds the lower bound system-negotiated target.	The percentage of students attending school > 90% of the time did not meet the lower bound system-negotiated target, however, there has been an increase in attendance (15.37% towards this progress measure) since 2022.
• An upward trend of students reporting positive wellbeing in internal and external data sources.	There was an upward trend of students reporting positive wellbeing in internal and external data sources between the Term 1 to Term 4 period. Tell Them From Me (TTFM) data indicates ongoing focus is required in the areas of positive relationships, sense of belonging and interest and motivation. Kids Matter Survey results suggest focus is required on students being taught how to make friends, manage emotions and seek help when faced with challenges. 2023 SCOUT Wellbeing Data indicates 5.53% below lower bound target, however, there has been movement towards this school-based progress measure since 2022.

Funding sources	Impact achieved this year
Refugee Student Support $751.60	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this targeted funding include:** • intensive English language and learning support to increase educational outcomes for students **The allocation of this funding has resulted in the following impact:** Targeted students have shown growth in their academic progress and connectedness to school. **After evaluation, the next steps to support our students will be:** The school continues to look for opportunities to develop teacher capacity around supporting refugee students and their families.
New Arrivals Program $5,890.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Earlwood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Weekly teaching and learning sessions for all new arrival students. All students included in the New Arrivals Program (NAP) showed growth in achievement as identified through progress on the EAL/D learning progressions. **After evaluation, the next steps to support our students will be:** NAP funding will continue to be used in conjunction with English language proficiency funding to employ a specialist EAL/D teacher who will support in class and withdrawal group support for students with limited English
Integration funding support	Integration funding support (IFS) allocations support eligible students at Earlwood Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** Employment of additional staff to support students to access targeted programs to support learning. Progress was tracked and monitored through

Integration funding support	learning support plans in consultation with parents and carers.
	After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted in response to student performance to ensure funding is used to specifically address each student's support needs. We will continue to monitor student learning and engagement and provide support in identified areas of student need.
Socio-economic background $26,396.56	Socio-economic background equity loading is used to meet the additional learning needs of students at Earlwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of external providers to support students with additional learning needs, specifically the school's K-4 Speech Pathology program implementation. **The allocation of this funding has resulted in the following impact:** Students were targeted to improve the clarity of their speech for social communication and the development of early reading and spelling skills. Students received intervention for comprehension and expression of spoken language and were supported with literal language development. Students presented with both speech and language or language and literacy goals for support through the program. **After evaluation, the next steps to support our students will be:** Continued Teacher Professional Learning provided by the speech pathologist to support students toward discharge, through language based strategies and classroom resources.
Aboriginal background $2,998.94	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Earlwood 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs • creation of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** All Aboriginal students have a Personalised Learning Plan (PLP) that is regularly updated with Aboriginal families engaging in the PLP process. Teachers and Aboriginal families engaging authentically in the PLP process. **After evaluation, the next steps to support our students will be:** Ensure that the cultural safety practices of the school are further strengthened to promote parent and carer engagement, teaching and learning programs that are culturally responsive and appropriate, and teacher capacity and understanding is further developed through targeted professional learning.

English language proficiency	English language proficiency equity loading provides support for students at all four phases of English language learning at Earlwood Public School.
$239,414.63	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** English as an Additional Language or Dialect (EAL/D) targeted students being supported by the EAL/D teacher through differentiated literacy teaching and learning programs, incorporating EAL/D pedagogy and strategies in classroom practice. Teachers identified through observations and student work samples, an increase in EAL/D students confidence and ability to interact and engage with literacy during reading and writing lessons. Student EAL/D phases (Beginning, Emerging, Developing and Consolidating) are regularly monitored and reviewed. **After evaluation, the next steps to support our students will be:** Continue to provide support for students at all four phases of English language learning. Teacher professional learning and co-teaching strategies will be revised to differentiate teaching for EAL/D students.
Low level adjustment for disability $182,612.24	Low level adjustment for disability equity loading provides support for students at Earlwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** Additional learning and support teacher time increased the number of students who were able to access targeted support in literacy, numeracy, and wellbeing. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The implementation of specific programs from external providers such as speech and occupational therapy. **After evaluation, the next steps to support our students will be:** In 2024, low level adjustment for disability funding will be used to further expand the impact of the learning support team through consistent and targeted intervention systems and programs across the school.
Professional learning $51,378.61	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 Earlwood Public School.

Professional learning $51,378.61	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** Improved teacher practice and confidence with the new curriculum to support student learning and achievement **After evaluation, the next steps to support our students will be:** Continue to provide teacher release time to allow stage teams to collaborate to improve their understanding of the new English and Mathematics curriculum. In 2023, professional learning will continue to be used to address identified areas of need in the Strategic Improvement Plan with a focus on literacy and numeracy, specifically in the area of curriculum reform.
Beginning teacher support $15,673.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Earlwood Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. **The allocation of this funding has resulted in the following impact:** Beginning teachers were provided with mentoring support by expert teaching colleagues. The mentors assisted the teachers to refine and develop their teaching practice through classroom demonstrations/modelling, co-planning, co-teaching, observation, feedback and reflection. **After evaluation, the next steps to support our students will be:** Continue to mentor beginning teachers to develop their professional practice.
QTSS release $127,482.34	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Earlwood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Teacher Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives

QTSS release $127,482.34	**The allocation of this funding has resulted in the following impact:** Improvement in teacher practice through professional learning initiatives. **After evaluation, the next steps to support our students will be:** Continuation of differentiated professional learning to support quality teaching practices.
COVID ILSP $60,595.05	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** COVID ISP funds to engage the services of a specialist Learning and Support Teacher. Targeted students identified from regular data collection from Years 2- 5. Students received small group support in literacy throughout the year. The progress of each student in terms of the support program provided were reviewed regularly and 95% of participants in the program displayed positive growth in literacy against the pre assessment data collected at the beginning of the year **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy, and introduce numeracy small group tuition using internal and external data sources to identify specific student need. Learning and support processes continue to involve regular monitoring of students along with guidance for teachers to support students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	341	347	367	367
Girls	309	286	271	279

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	90.0	94.9	90.1	94.2
1	93.5	94.8	90.1	92.8
2	92.1	95.2	90.6	92.8
3	91.9	95.5	90.9	91.3
4	92.1	94.3	90.3	93.1
5	93.8	95.8	90.9	92.6
6	92.1	93.5	88.4	92.2
All Years	92.3	94.8	90.2	92.7
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	30.43
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher EAL/D	1.4
School Counsellor	1
School Administration and Support Staff	5.26
Other Positions	2

*Full Time Equivalent

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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	652,113.12
Revenue	8,019,872.34
Appropriation	7,648,640.97
Sale of Goods and Services	43,414.10
Grants and contributions	310,162.91
Investment income	17,454.36
Other revenue	200.00
Expenses	-7,621,304.71
Employee related	-6,947,327.28
Operating expenses	-673,977.43
Surplus / deficit for the year	398,567.63
Closing Balance	1,050,680.75

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	106,063
Equity Total	451,422
Equity - Aboriginal	2,999
Equity - Socio-economic	26,397
Equity - Language	239,415
Equity - Disability	182,612
Base Total	4,942,457
Base - Per Capita	167,165
Base - Location	0
Base - Other	4,775,292
Other Total	1,572,860
Grand Total	7,072,802

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

224 students from Earlwood Public School completed the Tell Them From Me (TTFM) survey between 19 May and 28 June 2023 which included nine measures of student engagement alongside the five drivers of student outcomes. A second snapshot involving 245 students was completed between 15 October and 02 November 2023 involving the same criteria. The TTFM Primary Schools Survey includes measures of student engagement categorised as social, institutional and intellectual engagement.

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports and extra-curricular activities. This involvement can give them a sense of belonging and increase academic motivation. Student sense of belonging was 14% above the government norms.

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-time success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

Intellectual engagement entails a serious emotional and cognitive investment, using higher-order thinking skills to increase understanding, solve complex problems and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

Essentially the results of the survey for both snapshots taken during 2023 showed EPS to be comparable to the NSW norms for government schools. However, in terms of being institutionally engaged as measured by students displaying positive behaviour at school EPS were 5% points ahead of the govt norms and 8% in the 2nd snapshot. Conversely, EPS dropped 27% below govt norms in regards to positive homework behaviours.

In 2023 parents survey responses indicated the extent to which they feel the school supports learning and positive behaviour, and promotes a safe and inclusive school environment. Parents responded positively to areas involving the school's support of learning and positive behaviour, the provision of an inclusive culture where parents feel welcomed and informed.

Future directions will continue to focus on how to better deliver in the area of homework and interest and motivation with the view to matching state norms. As a school EPS values parental involvement and opinion in partnership to positively impact student outcomes and opportunities.

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.

Aboriginal Education - School statement

Earlwood Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Personalised Learning Pathways (PLPs) plans were devised in consultation with each student and their family to target learning and wellbeing goals and to support Aboriginal students through transition points, to target resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and learning areas.

The school's personalised Acknowledgement of Country, incorporating the three words from the school's motto, 'courtesy, loyalty and courage' is given at all assemblies and school gatherings. This has led to students having an increased understanding, awareness and respect for the traditional custodians of the land while recognising the uniqueness of Earlwood Public School's location, connecting with the three custodian groups of people to the land.

National NAIDOC week was celebrated during July, acknowledging the rich history, culture and achievements of Aboriginal and Torres Strait Islander Peoples. NAIDOC Week is celebrated by all Australians from all walks of life. As a lead up to this significant event, students completed various activities in their classrooms, discussed its importance, Australia's rich history, culture, music and made Aboriginal inspired artworks.

Some classes also researched the traditional custodians of Earlwood. We are quite unique and special at EPS! As our Acknowledgement of Country states, we are part of three groups, Bedigal, Kameygal and Wadigal people of the Eora nation.

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.

Anti-Racism - School statement

At Earlwood a staff member is currently trained as the Anti-Racism Contact Officer (ARCO). This role involves managing any racism issues which arise in the school involving students, teachers and members of the school community. The ARCO advises those involved of their rights and the procedures involved to resolve a complaint. This person also informs staff of any pertinent issues and makes suggestions about relevant learning experiences in the classroom, with a view to awareness raising and enhancing student knowledge.

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.

Multicultural and anti-racism education - School Statement

Earlwood Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. 80% of the EPS community has a language background other than English with 41 different language groups represented, Greek and Chinese constituting two of the larger groups.

As a school that constantly reinforces the values of cooperation, tolerance and acceptance, the school has continued to review its teaching and learning programs to ensure culturally inclusive classroom and school practices are embedded. Students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy.

The school maintains a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required to acknowledge cultural diversity, whilst celebrating inclusiveness, respect and a sense of belonging for everyone. Harmony Day and Greek Independence were celebrated bringing the school community together.

The English as an Additional Language/Dialect (EAL/D) program supports students from other cultures in their learning journey with a focus on developing English language skills. Students new to Australia receive intensive support, and other students are supported in their classrooms by specialist teachers.

Stage 2 and 3 students enter the Multicultural Perspectives Public Speaking Competition annually. The aim of the competition is to heighten the awareness of multicultural issues among NSW primary students while developing their interest in public speaking.