

2024 Annual Report

Erina Heights Public School



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Introduction

The Annual Report for 2024 is provided to the community of Erina Heights Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

As the Relieving Principal of Erina Heights Public School, I am grateful for the opportunity to lead our thriving and dynamic school community. This Annual School Report reflects our commitment to fostering an inclusive and empowering educational environment for all students, grounded in our shared values of equity, excellence and integrity.

A key focus for us this year has been on Explicit Teaching, which has proven to be an effective pedagogy for enhancing student learning outcomes. Teachers participated in professional learning, focused on learning intentions and success criteria and effective curriculum planning 3-6. Through collaborative practice and inquiry, all classrooms have evidence of learning intentions and success criteria in mathematics and English lessons. Establishing lesson learning goals has fostered a high-expectations culture and led to greater student engagement.

Collaborative Practice has been essential in creating a supportive learning community. Our dedicated staff have engaged in ongoing professional development, working closely to share best practices and improve instructional strategies. This collaborative spirit extends beyond our staff; we have fostered strong partnerships with parents and the wider community, valuing them as key collaborators in our students' educational journeys. These partnerships have enriched our school programs and provided students with academic and extracurricular opportunities.

Empowering student voice and agency has been a significant focus this year. Through initiatives such as the Student Parliament and the Student Voice Project, we have provided opportunities for students to actively participate in decision-making processes within the school. This not only fosters leadership skills but also ensures that our students feel valued and heard in shaping their educational experience.

We are also committed to building continuity in learning, particularly during transitions between local high schools and preschools. By engaging parents and carers as key collaborators in this process, we have created a seamless transition experience that supports our students' ongoing growth and development.

In conclusion, this past year has seen remarkable achievements at Erina Heights Public School. I am proud of our collective efforts to enhance teaching practices so that every student receives a high-quality, meaningful education, that our students are empowered and engaged in their learning, and that we have strengthened community partnerships. Together, we are dedicated to ensuring a bright future for every student, equipping them with the academic and social-emotional skills required for lifelong success.

Ms Renee Ross

Relieving Principal

Erina Heights Public School

Message from the school community

In 2024, our Parents and Citizens (P&C) Association had 24 registered members and convened eight times throughout the school year. We organised eight fundraising opportunities, significantly contributing to our school's resources.

With the funds raised by the P&C, we made several key purchases to support our students:

- **\$10,000** for 14 new laptops for Stage 3 students.
- **\$600** allocated towards educational apps for students in K-2.
- **\$500** for the Year 6 farewell celebrations.
- **\$5,800** for Decodable Home Readers for K-2 students.

In October 2023, the P&C successfully applied for a \$30,000 grant through the NSW Government's Community Building Partnership program to enhance heating and cooling in the school hall. By December 2024, new air conditioners and fans were installed, improving comfort for all hall activities.

We want to express our gratitude to the caring and dedicated staff at Erina Heights Public School, who continually provide enriching educational, cultural, and sporting opportunities for our children and support our initiatives.

Additionally, we extend our appreciation to our P&C executive, members, the wider community, local businesses, and families for their generosity and contributions to our events. The success of our initiatives and the ability to procure essential items for the school would not be possible without the support of our wonderful community.

Mrs Felicia Horne - P&C President

Message from the students

At Erina Heights Public School, we are proud of the supportive community fostering personal and academic growth. Our teachers and peers work together to create an environment where students feel valued and challenged in their learning.

This year, I had the incredible honour of being voted Minister for the Arts, which reflects the numerous opportunities our school provides. One of the highlights was last year's concert, where students from all classes came together to celebrate the seasons: summer, autumn, winter, and spring. It was a fantastic display of talent and teamwork for our parents and the community.

We also take pride in honouring our service men and women at the Terrigal ANZAC Day Dawn Service. Students from our school proudly wear their uniforms and listen to stories shared by fellow student representatives about our nation's history. The experience is even more special as we witness a military helicopter fly overhead while boats arrive at the Terrigal foreshore. This event holds personal significance for me, as my relatives served in the Navy during the Vietnam War.

Our school recognises and nurtures our sporting talents alongside our academic achievements. Our teachers encourage us to showcase our skills in soccer, league tag, touch football, swimming, netball, and athletics at various Gala Days. These events not only help us develop our talents but also enhance our social and leadership skills.

At Erina Heights Public School, our values of respect, responsibility, and personal best are at the core of our community. Each term, students are acknowledged for exemplifying these values during our PBL Reward Days and whole-school Motiv8 Sports Days. Students can choose from various activities during these events, including movies, nail painting, crazy hair, and cooking.

Last year, our Stage 3 students had an unforgettable experience at Milson's Island. We enjoyed fun activities like kayaking and engaging night games, accompanied by delicious food.

Student voice is a vital part of our school culture, and it is empowered through our Student Parliament. This initiative allows us to share our ideas and concerns with the Principal during weekly meetings, helping us to explore our leadership potential.

As House Captains, we are excited to introduce a new initiative in 2025 aimed at fostering a sense of belonging within our sporting houses. Students can earn Hoots on the playground and during sports sessions for demonstrating our school values. These Hoots contribute to our House Points, culminating in a winning House Day. This initiative has sparked friendly competition and collaboration across the school, uniting students in their House Groups as they work together toward a common goal.

In conclusion, our time at Erina Heights Public School has been filled with incredible experiences and opportunities. We are grateful for the supportive environment that encourages us to grow as individuals and a community.

Tahli Burrell, Elisia Wilton, Addison Pink, Hudson Ziebots, Mila Russell, Ruby Teni, Rachel Wilkinson, Jacob Farrell -

School background

School vision

Together towards excellence

Authentic partnerships that push the boundaries of achievement towards excellence for all.

School context

Erina Heights Public School is located on the Central Coast, in the heart of the Erina Heights community. It has a student enrolment of 258 students, forming 11 classes across K-6 and a FOEI of 44. Our Aboriginal student population is 11 students (5%) and the school has strong links with the local Kuriwa AECG. We have 17 students (7%) with a language background other than English. The school was first established in 1892 and still boasts a beautiful heritage listed sandstone building which holds social and historical significance to the local community. The school culture is enhanced by authentic connections with families which span across generations.

Erina Heights Public School proudly sits on Darkinjung land and is part of the Brisbane Water network of schools as well as a member of the Terrigal Learning Alliance (TLA). Being part of this network and alliance provides leadership opportunities for both staff and students. Our students are accepted as Student Voice Ambassadors, a role that promotes student voice and agency in refining school practices within our community of schools. Our staff have the opportunity to participate in collaborative inquiry, developing a shared understanding of best practices in Wellbeing, Curriculum, and Instructional Leadership to ensure equity and excellence for every student in every school.

At Erina Heights Public School, various student leadership initiatives provide opportunities for students while promoting positive, respectful relationships among all members of the school community. Student-led PBL lessons, student parliament, PSSA sporting teams, Tuggerah Lakes and Sydney North Swimming and Athletics championships, band, choir, and various creative and performing arts activities provide students with opportunities for talent development and to realise their potential in areas of interest.

The school prides itself on students having a strong sense of belonging and ensuring that every student feels known, valued, and cared for. Student wellbeing and social-emotional learning are enhanced by initiatives such as student-led structured play activities that run during recess and lunch breaks, providing students with a range of leadership opportunities, playground support, and social skill development.

Our school directions focus on Student Growth and Attainment, ensuring that every student demonstrates expected growth in Numeracy and Literacy. Collaborative Practice emphasises teachers expertly using data to drive teaching, enhance professional dialogue, and provide feedback to each other and to students. Healthy People, Healthy Systems aims to ensure that every student has the social-emotional learning skills to lead a happy life.

In 2025, programs such as The Resilience Project and our new science-aligned Agriculture and Sustainability program will provide further opportunities for students, staff, and the community to be actively connected to the school and will continue to nurture and promote wellbeing for all. Participating in community events, student projects, and teacher professional learning with Terrigal High School will strengthen continuity of learning and student wellbeing. By refining student leadership roles and focusing on student voice and agency in learning, we will ensure that all students are empowered to set and achieve learning goals and make meaningful changes in their world.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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

To maximise academic success, equipping all students with the confidence and skills to achieve personal excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Quality teaching and learning

Resources allocated to this strategic direction

Professional learning

QTSS release

English language proficiency

Integration funding support

Low level adjustment for disability

Small group tuition (SGT)

Summary of progress

In 2024, the focus for Strategic Direction 1 was on promoting excellence in teaching and learning in literacy and numeracy through an evidence-based approach to quality teaching, curriculum planning, and assessment, underpinned by student voice. The school prioritised explicit teaching strategies, the rigorous implementation of the new curriculum, and the strategic use of data to inform classroom practice. These initiatives aimed to set high expectations for all learners while providing clear, targeted feedback to support their growth.

To achieve this, the school implemented professional learning sessions for staff, focusing on explicit teaching practices and effective curriculum planning. Teachers engaged in collaborative practice sessions with their stage assistant principal and the assistant principal, curriculum & instruction to use a data wall to establish clear learning goals for students and inform future directions for teachers. Regular data analysis meetings enabled teachers to identify student progress, adjust instructional strategies, and ensure alignment with learning outcomes and progressions. Feedback mechanisms were strengthened; however, this remains an area for development. In term 4, we established student checklists in 3-6 that address the success criteria for writing tasks, enabling teachers to provide specific, constructive feedback that supported students in understanding their next steps in learning.

These activities have significantly impacted teaching and student outcomes. Learning intentions and success criteria (LISC) are now evident throughout English and Maths lessons. Students demonstrated measurable improvement in literacy and numeracy, with progress observed in formative assessments and written work. Term 3 Check-In data highlighted that students in Years 3-6 are achieving results equal to or above those of statistically similar schools (SSSG) in numeracy, with Stage 2 numeracy data outperforming SSSG in some areas. The establishment of clear learning goals and high expectations through LISC fostered greater student engagement and ownership of learning. Teachers reported increased confidence in using data to inform practice and acknowledged the value of collaboration in enhancing instructional quality. Evidence also showed that incorporating student voice into planning contributed to greater academic rigour and personalised learning experiences.

Moving forward, we will continue to refine and embed explicit teaching practices within teaching programs to enhance student outcomes. A key priority will be building teacher capacity to use data more effectively to inform practice, ensuring that instructional decisions are targeted and evidence-based. Teachers will also work toward consistency in the use of learning intentions and success criteria into daily lessons, enabling them to provide timely and effective feedback that supports student progress and achievement. Future directions for the APCI will be to deliver professional learning sessions that explore strategies to deliver high-quality, specific feedback that foster a clear understanding of learning goals, and the steps needed for improvement. Utilising student data to identify individual learning needs and tailoring feedback accordingly, teachers will strengthen their ability to drive academic growth and school improvement.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improved numeracy outcomes Numeracy</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.</p>	<p>The Check-in Assessment mean scaled score in reading has decreased by 24.9 points in year 3 and increased by 17.5 points in year 5.</p>
<p>Improved reading outcomes Reading</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.</p>	<ul style="list-style-type: none"> • The Check-in Assessment mean scaled score in numeracy has decreased by 26.2 in year 3 and increased by 11.2 in year 5.

Strategic Direction 2: Working together, Learning from each other

Purpose

Authentic partnerships and collaboration that support improvement for all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Collaborative Practice

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

In 2024, the focus for this direction was 'Working together, learning from each other', with the school implementing the Collaborative Practice Initiative and learning walks to enhance teaching and learning. These initiatives aimed to foster a culture of collaboration, strengthen teacher practice, and improve student outcomes by using data to evaluate and refine instructional strategies.

To support the implementation of these initiatives, the school undertook several activities. Teachers engaged in tri-weekly collaborative planning sessions to align their practices with identified student needs and PDP goals, guided by five-weekly cycles of student voice data and teacher surveys. Learning walks, led by middle leaders, provided opportunities to observe and reflect on teaching practices, encouraging professional dialogue and shared learning. Professional learning in collaborative practice sessions targeted areas identified through data analysis, such as differentiated instruction and formative assessment, ensuring alignment with the school's strategic goals. Data from NAPLAN, Check-In assessments, and Tell Them From Me surveys further informed the focus of these professional discussions and reflections.

The impact of these activities was evident in improved teacher capacity and enhanced student engagement. Observations of teacher practice demonstrated increased use of strategies that challenge students and meet diverse learning needs. Professional learning evaluations indicated that sessions effectively addressed areas of need, supporting teachers in implementing evidence-based practices. Student voice data showed higher levels of engagement and a sense of challenge in learning, while achievement data reflected steady progress, particularly in literacy and numeracy. Teachers reported greater confidence in using data to inform their practice and valued the collaborative opportunities provided through learning walks and peer feedback.

Future directions include strengthening the use of data in planning to deliver differentiated instruction and personalised learning while continuing to refine explicit teaching practices through teacher collaboration and learning walks. A new focus for learning walks will be on providing effective and timely feedback to enhance student outcomes and build students' capacity to self-assess their work and apply feedback effectively. Collaborative practice sessions will further refine professional learning to address emerging needs. By maintaining a strong focus on collaboration, explicit teaching, and differentiation, we will maintain our commitment to sustaining growth in building teacher capacity for increased student achievement.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Collaborative Practice The structures that support planned and purposeful opportunities for teacher collaboration exist across the school and include the collaborative practice	<ul style="list-style-type: none">• 100% of teachers involved in the Collaborative Practice initiative found it a valuable process. Teacher feedback shows that working collaboratively with teachers and executive team members has strengthened relationships, led to the consistency of evidence-based teaching strategies aligned to the new curriculum and provided essential time to work with each other on

initiative.	programming, assessment and reflection on student data, further ensuring consistency of curriculum delivery.
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Strategic Direction 3: Healthy people, healthy systems

Purpose

Building and nurturing the foundations for success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

AP Curriculum & Instruction

QTSS release

Aboriginal background

Socio-economic background

Summary of progress

The school has undertaken a range of initiatives aimed at improving student wellbeing, engagement, and behaviour. Key activities included involvement in a Wellbeing Community of Practice, which focused on enhancing student wellbeing related to attendance, engagement, and behaviour. The completion of the School Behaviour Support Plan involved establishing explicit instruction of expected behaviours and refining the behaviour matrix and Planning Room processes to provide a structured approach to behaviour management. One of the changes to the matrix is to include the Zones of Regulation as a Tier 1 behaviour modifier rather than a Tier 3 modifier as in previous years.

In terms of attendance, clear processes were established for monitoring and documenting absences, ensuring that staff were informed of their roles in this process. Targeted strategies were developed for students with attendance rates between 80-90%, as well as interventions for those with more significant attendance concerns.

To enhance student voice, the school engaged students in the Student Voice Innovation Project, conducting weekly surveys to gather insights into their experiences and feelings about school. The results were celebrated through a video that highlighted positive relationships and identified areas for growth. Transition support was facilitated through various engagement activities, such as buddy programs and open-day participation, to ensure smooth transitions from Preschool to Kindergarten and Year 6 to Year 7.

Incorporating The Resilience Project (TRP) into our ongoing focus on student wellbeing will be a significant step forward, providing students with tools to build resilience and emotional intelligence. This program emphasises gratitude, empathy, and mindfulness, which align with our goals of fostering a positive school culture. Additionally, we aim to enhance community belonging by introducing Nursing Home visits, allowing students to engage with elderly community members and build connections reinforcing TRP topics, promoting empathy and understanding across generations.

Analysis of these initiatives indicated a significant decrease in disruptive behaviour and disobedience incidents, attributed to strengthened behaviour management processes. Behaviour data showed improved student interactions, with fewer negative incidents reported compared to the previous two years. Attendance initiatives resulted in a 10% increase in students achieving an attendance rate of 96% or higher, demonstrating the effectiveness of strategies such as attendance assemblies and recognition awards. Feedback from weekly surveys highlighted strong relationships between students and staff, with areas for growth identified, particularly in providing greater academic challenge. Additionally, 100% of parents felt well-supported during the transition process, with 66% rating buddy support as very good or excellent.

Looking ahead, the school aims to continue refining behaviour management practices based on data analysis, ensuring clarity and consistency among staff. There will be a sustained focus on attendance, particularly for students in the 80-90% attendance bracket, with plans to embed attendance education into parent sessions and newsletters. The school will also enhance student voice initiatives by establishing regular focus groups with student representatives to gather ongoing feedback, ensuring consistent participation. Modifications to the Student Parliament roles and structures will be implemented to improve Student Voice, allowing for more diverse representation and greater opportunities for students to influence school policies and initiatives. Finally, improving data collection on student and family experiences during transitions will be a priority to identify anxieties and refine initiatives, alongside better communication regarding drop-off and pick-up routines to further enhance the transition experience.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance An increased proportion of students report a positive sense of wellbeing at school.	<ul style="list-style-type: none">• Using Tell Them From Me Student Survey results show there has been a 5% increase in students reporting a positive sense of wellbeing at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,014.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Erina Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Quality teaching and 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 • Professional learning for teachers in data use in planning and teaching • Professional learning for teachers in Explicit Teaching practices • Supporting transitions and continuity of learning <p>The allocation of this funding has resulted in the following impact: The employment of staff to provide additional support for students with high-level learning needs, combined with targeted professional learning and support for teachers in curriculum differentiation and data-informed practices, has improved student outcomes and inclusivity in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continuing to utilise our Integration funding support to ensure equitable outcomes and education for all students with learning needs, while maintaining a strong focus on professional teacher learning in curriculum differentiation, explicit teaching, and the development of students' social-emotional learning skills.</p>
<p>Socio-economic background</p> <p>\$12,387.87</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Erina Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • Professional staff development through the Wellbeing Community of Practice to support student engagement and learning through implementing consistent school-wide positive behaviour systems. <p>The allocation of this funding has resulted in the following impact: The development of consistent school-wide positive behaviour support and management processes, the implementation of attendance improvement strategies, and streamlined monitoring systems have enhanced student attendance and fostered a safe, respectful school environment. Providing students with stationery, school resources, and access to extracurricular activities has enhanced equitable outcomes by ensuring all students have the necessary tools to engage fully in their education. Access to resources has helped students, particularly from disadvantaged backgrounds, who may not have the means to acquire these items independently. Providing students with access to extracurricular activities has promoted social skills, teamwork, and a sense of belonging and addressed the diverse needs of all students.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on embedding school-wide attendance improvement strategies and authentically engaging student and parent/carer voice to continuously evaluate and refine positive behaviour for learning practices throughout the school. We will also continue to provide all students with</p>

<p>Socio-economic background</p> <p>\$12,387.87</p>	<p>access to stationery, learning resources and extracurricular activities to ensure equitable outcomes for all students and a strong sense of belonging.</p>
<p>Aboriginal background</p> <p>\$13,167.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Erina Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have a Personalised Learning Pathway designed, reviewed and celebrated with parents. Aboriginal students participated in the AECG Gulong Festival and were proud to have their visual art, dance and singing performances showcased at the event.</p> <p>After evaluation, the next steps to support our students will be: The Aboriginal Education team will continue to build on and drive school-wide improvement in Aboriginal Education with a strong focus on providing our Aboriginal students with more opportunities to connect with community and partner schools so that they develop a greater sense of belonging and connection to culture.</p>
<p>English language proficiency</p> <p>\$9,640.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Erina Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Quality teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional learning for teachers in spelling interventions and differentiated teaching practices. <p>The allocation of this funding has resulted in the following impact: Improved teacher confidence in explicitly teaching spelling has enhanced student engagement and literacy achievement. EALD students' learning progress has been monitored using regular assessment analysis sessions. Our teachers have engaged with the Central Coast EALD teacher network.</p> <p>After evaluation, the next steps to support our students will be: Providing teachers with further professional learning in spelling and writing, focussing on differentiation and intervention strategies, so that all teachers are equipped to meet the English language learning needs of students.</p>
<p>Low level adjustment for disability</p> <p>\$115,007.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Erina Heights 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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Quality teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$115,007.30</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Learning Support systems and processes have been established to ensure that all students receive the support they need to succeed. The school offered additional Learning and Support teacher time as well as School Learning Support Officer time, which provided further targeted in-class support as well as additional time for small group intervention with the Learning and Support Teacher. Providing additional Learning and Support Teacher time also enhanced transition points as students, parents/carers were engaged as key collaborators in all transitions. Parents/carers were also engaged as collaborators when planning for learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to supply additional Learning Support Teacher time and School Learning Support Officer time to ensure that all students are engaged in their learning and work towards meaningful and challenging goals and to ensure that parents/carers are seen as key collaborators in their child's education. There will be a continued focus on developing streamlined school learning and support systems, with a focus on referrals, case management, and access requests as well as a focus on ensuring that student voice is represented in all learning plans.</p>
<p>Professional learning</p> <p>\$19,531.97</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 procedures at Erina Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Quality teaching and learning • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Teachers were provided with professional learning in the Tessa Daffern CoST assessment and program, professional learning through an instructional coach on implementing the new English Syllabus 3-6 and whole school professional learning on explicit teaching practices. Teachers engaged in tri-weekly collaborative planning sessions with middle leaders to build teacher capacity in years 3-6 in the new curriculum and the evidence base and align their practices with identified student needs and PDP goals, guided by five-weekly cycles of student voice data and teacher surveys. This was achieved through professional learning, learning walks, data talks and peer feedback. This time also enabled teachers to contextualise new curriculum units and plan accordingly, focusing on explicit teaching and the gradual release of responsibility model to ensure learning was appropriately scaffolded.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to focus on high-impact professional learning focused on data-informed practices, differentiation with a focus on students requiring challenge and feedback. A collaborative learning culture will be supported by providing time for teachers to collaborate during 5 weekly teaching sprints, supported by learning walks. Teachers have also expressed an interest in sharing their expertise and leading innovation through</p>

<p>Professional learning</p> <p>\$19,531.97</p>	<p>implementing teach meets and participating in professional learning communities to support their development as highly accomplished and lead-level teachers. By focusing on data-informed practices, teachers can better understand student needs and tailor their instruction accordingly, ensuring that all students, especially those requiring additional challenges, receive appropriate support. Teaching sprints and learning walks will promote collaboration among teachers, allowing them to observe and learn from one another's practices. This collaborative learning culture fosters community and shared responsibility for student success. Furthermore, encouraging teachers to share their expertise through teach meets and professional learning communities will enhance their professional growth and contribute to a collective knowledge base within our school. This initiative helps cultivate highly accomplished and lead-level teachers who can innovate and implement effective teaching strategies, ultimately benefiting students and improving educational outcomes across the board.</p>
<p>QTSS release</p> <p>\$55,673.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Erina Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Quality teaching and learning • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Additional APCI 0.4 <p>The allocation of this funding has resulted in the following impact: This resulted in teachers having time to collaboratively plan, analyse student data and discuss the needs of their students thrice per term. Additional APCI time also provided staff with curriculum support and high-impact professional learning that was responsive to teachers' and students' emerging needs. Teachers participated in professional learning days where they engaged in professional learning with their stages and collaboratively planned.</p> <p>After evaluation, the next steps to support our students will be: Refining assessment practices across Years K-6 as a crucial step towards enhancing student outcomes. By implementing consistent, data-driven approaches, teachers will be able to better differentiate instruction, track student progress, and identify areas where targeted interventions are needed. The introduction of Essential Assessment will provide an additional tool to inform teaching strategies and support student learning effectively. Building teacher capacity through professional development will be essential, particularly in delivering explicit differentiated spelling and writing lessons. Providing shared resources and collaboration opportunities will empower teachers to enhance their instructional practices and positively impact student learning. As the new curriculum is continued in Years 3-6, continuing to support teachers in its implementation will be vital for ensuring its effectiveness. The refinement of the collaborative practice initiative through teaching sprints and learning walks will further foster a culture of collaboration and innovation. Providing opportunities for teachers to participate in professional learning communities will not only enhance their expertise but also support their pathways to recognition at the Highly Accomplished and Lead levels, ultimately contributing to improved educational outcomes for students.</p>
<p>Small group tuition (SGT)</p> <p>\$9,767.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Erina Heights Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Quality teaching and learning

<p>Small group tuition (SGT)</p> <p>\$9,767.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none">• Additional funding for increased Learning and Support Teacher hours• Small Group Tuition provided to students in Kindergarten, Stage 1 and Stage 2 <p>The allocation of this funding has resulted in the following impact:</p> <p>Kindergarten Small Group Intervention focused on developing students' Phonological Awareness skills. Students participated in phoneme deletion and substitution, blending and segmenting and advanced manipulation activities each week. All students improved their ability to decode and encode, using their Phonological Awareness skills. Stage 1 intervention focused on developing students' reading fluency and comprehension; when assessed using the DIBELS Oral Reading Fluency, 46% of students demonstrated significant improvement in their accuracy, rate and overall fluency, showing mastery. 100% of students who participated in the Stage 1 Spelling Intervention Groups showed that they understood and could apply long vowel patterns correctly. Stage 2 also focused on increasing reading fluency, with 40% of students reading beyond 95 words per minute.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>We will maintain Small Group Tuition for K-6, utilising various data sources to identify students who need intensive intervention and targeted support. This initiative will be integrated into our Learning and Support Team processes, ensuring that students receive assistance each term to enhance their literacy and numeracy skills. We will consistently monitor and track students' progress and achievements using the literacy and numeracy progressions.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	145	148	143	158
Girls	138	123	106	112

Student attendance profile

School				
Year	2021	2022	2023	2024
K	94.9	89.8	91.7	93.6
1	95.3	86.6	92.4	93.9
2	94.8	90.4	91.7	92.8
3	93.6	87.2	94.8	91.3
4	93.9	85.7	92.0	90.9
5	93.4	88.3	91.0	88.9
6	93.6	86.1	92.1	89.8
All Years	94.2	87.7	92.2	91.8
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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
Assistant Principal(s)	3.6
Classroom Teacher(s)	9.39
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	75,417.63
Revenue	3,275,455.40
Appropriation	3,101,869.37
Sale of Goods and Services	1,034.50
Grants and contributions	167,761.65
Investment income	4,789.88
Expenses	-3,272,950.63
Employee related	-2,867,735.30
Operating expenses	-405,215.33
Surplus / deficit for the year	2,504.77
Closing Balance	77,922.40

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.

	2024 SBAR Adjustments (\$)
Targeted Total	61,772
Equity Total	150,203
Equity - Aboriginal	13,167
Equity - Socio-economic	12,388
Equity - Language	9,640
Equity - Disability	115,007
Base Total	2,358,786
Base - Per Capita	42,771
Base - Location	0
Base - Other	2,316,015
Other Total	315,529
Grand Total	2,886,289

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

In 2024, our school continued its commitment to fostering a safe, inclusive and supportive learning culture where all community members feel valued and connected. Our vision 'Together towards excellence' guided our strategic directions and was evident in the overwhelmingly positive feedback from students, parents and staff through Tell Them from Me surveys.

Student feedback highlighted strong growth in wellbeing and engagement areas. 92% of students reported demonstrating positive behaviour at school, and 82% indicated a strong sense of belonging, well above the state norm of 69%. These results reflect the positive impact of our whole-school wellbeing initiatives, targeted social-emotional programs, and enriched student leadership opportunities.

Students also reported high expectations for learning, with an average rating of 8.2 for 'Expectations for Success' - exceeding the state norm. The proportion of students who feel they know where to seek help if bullied increased to 83%, reinforcing the effectiveness of our wellbeing initiatives and the consistent application of Positive Behaviour for Learning (PBL).

Parent feedback was equally positive. 89% of parents would recommend Erina Heights Public School to others, and 94% agreed they felt welcome at school - a noticeable increase from the previous year and above the NSW Government norm. Parents shared positive feedback about how the school supports their child's learning and behaviour, with both areas rated above state averages. This reflects the caring and supportive environment we foster across the school.

The success of initiatives such as the Stage Learning Showcases, community events, and increased parent-school communication was recognised through improved scores in how informed parents feel (rising from 5.9 to 6.6), and how inclusive the school is (increasing from 5.9 to 6.8). Parents also expressed confidence in the school's ability to provide a safe, supportive learning environment, with 85% indicating agreement or strong agreement that the school is culturally safe and welcoming.

Staff feedback gathered through the People Matter Employee Survey and school-based surveys was overwhelmingly positive. Collaboration, a key focus area, continued to be recognised as a strength, with 8.0/10 reported for collaborative practice. Teachers expressed high confidence in leadership (7.9), learning culture (8.4) and inclusive school practices (8.4), all exceeding state norms.

The introduction of the Collaborative Practice Initiative provided teachers with structured, regular opportunities to meet with executive and support staff. Teacher feedback consistently highlighted this as a valuable form of support that helped them plan more effectively for the diverse needs of their students while also building their professional capacity. In addition, staff highlighted more effective communication around the school's strategic directions. It acknowledged leadership efforts in driving positive change, with the majority agreeing that school leaders are effectively guiding improvement.

Across all domains, our 2024 feedback indicates that students feel safe and supported, parents feel welcomed and informed, and teachers feel valued, empowered and part of a collaborative learning culture. These results highlight our school's commitment to excellence and provide a strong foundation for continued growth into 2025.

Our Annual School Report celebrates a successful year of teaching and learning, supporting every student and teacher to learn, grow and thrive. Our school vision, Together towards excellence, continues to guide our strategic direction and whole-school initiatives, and this year's survey data reflects the positive impact of these efforts across our school community.

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

At our school, we are committed to promoting Aboriginal education and helping students understand Indigenous culture. Throughout 2023 and into 2024, we have taken part in various activities that celebrate Aboriginal culture and build connections with the community.

In Stage 1 and Stage 2, students enjoyed engaging incursions and excursions that focused on Aboriginal education, allowing them to learn about the cultural heritage of local Aboriginal communities. In Term 2, Stage 2 students studied the Aboriginal text *Wandi*, which enhanced their understanding of Aboriginal storytelling. To support this learning, we invited the Hello Dingo company for an incursion, where students learned about the dingo's cultural significance and its connection to Country.

Our Aboriginal students participated in the Kuriwa Koori Choir, joining workshops with other Aboriginal students from local schools within the Aboriginal Education Consultative Group (AECG). They performed at the 2024 Gulang Festival at Tuggerah Lakes Secondary College in Term 4, showcasing their talents and cultural pride. Additionally, students from K-6 took part in the Gulang Fest art competition, with one student winning in the primary division.

As a whole school, we embraced the theme "Keep the Fire Burning" during Term 2, conducting meaningful cultural lessons. Aboriginal students from Terrigal High School visited us to share their cultural knowledge and dance, helping to strengthen our community ties and partnership with local schools. This collaboration is an important part of our transition program to high school, ensuring our students are prepared and connected to their local high school.

Our ongoing commitment to Aboriginal education shows our dedication to creating an inclusive and respectful learning environment, where all students can appreciate the rich cultural heritage of Aboriginal and Torres Strait Islander peoples

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.

