

Emu Plains Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Emu Plains 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.

School contact details

Emu Plains Public School

Emerald St

Emu Plains, 2750

www.emuplains-p.schools.nsw.edu.au

emuplains-p.school@det.nsw.edu.au

4735 1233

School background

School vision statement

To foster a commitment towards enhancing and sustaining a culture of high expectations and a commitment to teaching excellence by providing quality learning experiences for every child. Connectedness will be supported by a strong, cohesive school community who work together to develop creative, critical thinkers preparing today's children for the future.

School context

Emu Plains Public School has served its local community for over 140 years. It is the second oldest school west of the Nepean River. It currently serves a well-established Western Sydney suburban community and several generations of families have attended the school.

Our P&C is a major constituency in the school community with a dynamic membership committed to supporting the school and the education of the students.

Strong, cohesive links with local schools, and current development of the Nepean Learning Community affords our students and teachers opportunities to engage in a host of experiences. The school will continue to develop further links with local schools to continue to provide our students with valuable learning experiences which focus on building connections and collaboration.

Current enrolment is 460 students. 7% are of Aboriginal and Torres Strait Island background and 10% are from language backgrounds other than English.

The school has a highly successful and active Aboriginal Education Team which has both staff and community representation. The Reconciliation Action Plan is regularly reviewed to best support student, community and cultural needs.

The students are successful in a range of extra-curricular opportunities including public speaking, debating, chess and academic competitions.

Professional learning for all staff is an embedded culture across the school with professional learning being guided by current educational research and aligned to the Department of Education 2018–2020 Strategic Plan and school's vision and strategic directions.

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>

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To strive towards a continued pursuit for excellence and a culture of high expectations where students will be engaged in and challenged by quality learning experiences. In developing a shared commitment to nurture, guide, inspire and challenge students, students will be supported in working towards reaching their learning potential.

Improvement Measures

- An increase from 38.9% to 42.5% students achieving top two bands in reading and a 6% increase in students achieving expected growth in reading.
- An increase from 20.4% to 25.3% students achieving top two bands in numeracy and an 8% increase in students achieving expected growth in numeracy
- All Aboriginal students demonstrate above expected growth in all areas of literacy and numeracy

Overall summary of progress

- An increase in NAPLAN value-added data for K–3 from an average of 8.38 (2018) to 9.54 (2019)
- The average NAPLAN growth score for Reading is greater than the state averages in 2019
- Continued teacher professional learning to support all teachers in the effective teaching of reading through the delivery of Focus On Reading training
- Teacher professional learning supporting staff in the planning of differentiated lessons in Number
- Purchasing of mathematics resources to support increased quality differentiated teaching practices in the area of Number
- Scope and sequence document which details NESA compliance in all Key Learning Areas is developed and being used to prepare for 2020 teaching and learning programming
- 100% of students set learning goals using the whole-school goal setting process
- An average of approximately 68% of students were represented in the three-way goal setting interviews which occurred in Semester One and Semester Two

Progress towards achieving improvement measures

Process 1: • Embedded collaborative practices and processes to facilitate data and evidence informed decisions targeting the learning of all students

Evaluation	Funds Expended (Resources)
<p>PDHPE: All documents completed, professional learning for staff done and ready for mandatory implementation 2020.</p> <p>Quality Teaching Enquiry sessions have raised the knowledge of all staff around data informed practice.</p> <p>All teaching staff engaging in professional reading through a collaborative approach with a focus around enquiry.</p> <p>Research underpins professional discussion around change practices.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$12000.00)

Process 2: • Ongoing whole-school professional learning to support visible learning and formative assessment practices in all classrooms, further developing a culture of high expectations for all students and staff

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Quality Teaching Enquiry sessions twice a term for each team are an embedded practice. Understanding around quality data practices is	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful

Progress towards achieving improvement measures

supported through the development of streamlined whole school assessment processes, eg; the use of PAT testing, to build a process of data informed practice which is consistent across the school.

- Quality assessment and data assessment practices drive teaching and learning all classrooms.

Students (QTSS) (\$12000.00)

Process 3: • Differentiated curriculum delivery meeting the needs of students at different levels of achievement, including adjustments to support learning or increase challenge

Evaluation

- Teams working collaboratively to develop writing programming, ensuring consistency in the teaching of writing and high expectations of all learners.
- Increased use of metalanguage around creative and critical thinking from students and teachers as a result of enhanced focus on creative and critical thinking in writing.
- Students reflecting on their learning and making direct reference to goals. Students articulating how to improve and why.
- Scope and sequence document which details NESA compliance in all Key Learning Areas is developed and being used to prepare for 2020 teaching and learning programming.

Funds Expended (Resources)

Funding Sources:

- Socio-economic background (\$6000.00)

Next Steps

- Professional learning for all teaching staff around quality literacy practices through the engagement of a literacy consultant. Teachers to work collaboratively once a term for a day to plan for differentiated learning experiences.
- Employment of a Deputy Principal Instructional Leader focusing on supporting teachers K–3 in the delivery of effective reading instruction and increased quality numeracy teaching.
- Professional learning for all staff around the purpose and effective use of the National Literacy and Numeracy Progressions to enhance teaching and learning practices school-wide in literacy and numeracy.
- A focus on the use of enhanced assessment practices which are consistent across the school and triangulating assessment data to build accurate profiles of student learning and growth.

Strategic Direction 2

Leadership Excellence

Purpose

To create a culture of collaboration and build collective efficacy to drive highly effective school-wide leadership which has a relentless and shared focus on teaching and learning. Distributed instructional leadership will provide the platform to sustain a culture of effective, evidence based teaching and reflective practice.

Improvement Measures

- Learning goals for all staff are supported by a targeted and differentiated professional learning framework, with all being provided opportunities for formal leadership development
- A marked increase in representation and involvement of staff, student and community in various aspects as strengths are identified and utilised
- Increase in teachers actively seeking accreditation at Proficient, Highly Accomplished or Lead

Overall summary of progress

- Eight teachers, four early career teachers and four experienced teachers, engaging in the Teacher Next Door initiative where early career teachers were provided with ongoing expert support in areas of need and experienced teachers provided ongoing leadership as a result
- Increase in number of families engaging in three-way goal setting interviews in first and second semester
- Introduction of A Chat On The Green, providing an opportunity to identify community expertise
- Four teachers successfully gaining accreditation at Proficiency

Progress towards achieving improvement measures

Process 1: • Implement a whole-school integrated approach to leadership development which builds individual and collective capacity to achieve personal and school-wide goals

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers involved in Teacher Next Door initiative report growth in leadership and classroom practice.• Executive team members exhibit growth in leadership and reflective practice and demonstrate progress towards Performance and Development Plan goals.• All staff demonstrate growth in progress towards achieving Performance and Development Plan goals.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$20000.00)

Process 2: • Create a school-wide culture in which leadership drives effective collaborative planning and reflective practices where staff are supported and continuously support one another

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff indicated that they feel supported by leadership in its various forms: formal and informal• All teaching staff engage in two Quality Teaching Enquiry sessions per term, working collaboratively to analyse data, review and plan for teaching	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$12000.00)

Process 3: • Mentoring, coaching, support and collaborative processes across the learning community build collective efficacy within and across the community of schools

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Four early career teachers successfully gained accreditation at level of	Funding Sources:

Progress towards achieving improvement measures

Proficient and indicate that the process has provided them with valuable reflective tools to ensure ongoing reflective practice

- All executive formally engaged with leadership mentor throughout the year and report ongoing growth in their instructional leadership, and identify areas for continued growth

- Support for beginning teachers (\$12000.00)

Next Steps

- Opportunity offered to all staff to lead initiative teams in order to support leadership growth across the school through a formal Expression of Interest process.
- Continued engagement with the Leadership Mentor for all executive team members.
- Ongoing opportunities offered to the community to engage with the school including A Chat On The Green and three-way goal setting interviews.

Strategic Direction 3

Culture and Connectedness

Purpose

To develop a sense of belonging and connectedness to the school community which is built and enhanced through strong partnerships. Students will be a part of a challenging, safe learning environment where each child is known, valued and cared for. Fostering the strong sense of community will support the high expectations for the learning and wellbeing of every child.

Improvement Measures

- Enhanced active community engagement and partnerships through increased consultative processes
- Demonstrated support of well-being for students, staff and parents through an increase in engagement, and feeling of belonging, evidenced in the TTFM data and surveys conducted.
- Increase in positive student, parent and staff attitudes and beliefs about the school, utilising 2017 Tell Them From Me survey data as the baseline.

Overall summary of progress

- Whole-school evaluation team developed to review school-wide practices.
- student forum conducted enabling student voice in preparedness for moving the school forward in 2020 and beyond.

Progress towards achieving improvement measures

Process 1: • Implementation of a school-wide approach to support student wellbeing and positive behaviour

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Positive Behaviour For Learning continues to be implemented across the school. Increased recognition of positive student behaviour and attitudes through formal recognition assemblies each term.• All staff engaging in Be You training and increased communication with the school community around key wellbeing concepts to support students.• Signage in all school settings promoting positive behaviour and consistency in language around positive behaviour choices.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$25000.00)

Process 2: • Active, ongoing partnerships enabling student, staff and community voice and collaboration which is centred around the learning and wellbeing of every child

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Feedback from community indicates school is inclusive, willing to work in partnership and is moving forward.• Increase in numbers at each A Chat On The Green.• Whole-School Evaluation Team has representation of staff from across the school.• Whole-School Evaluation indicates clear progress towards targets and is inclusive of whole-school community.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Process 3: • Networking and partnerships in and across schools to build collaboration beyond the school for students, staff and parents

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Increased parent/carer engagement in A Chat On The Green	Funding Sources:

Progress towards achieving improvement measures

• Enhanced positive home/school partnerships through the three-way goal setting interviews with increased involvement and positive community feedback about the process

• Socio-economic background (\$1000.00)

Next Steps

- Continue the use of student forums each semester to gain student feedback.
- Whole school engagement in the Kindness On Purpose initiative. All staff to be trained.
- Continue A Chat On The Green each term in order to maintain the building of school-home partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$12 000.00) 	<ul style="list-style-type: none"> Annual reviews of PLPs. Updated end of year data on all Aboriginal students. Dry creek bed completed and an increased visible awareness and understanding of the traditional custodians of the land.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$16 043.00) 	<ul style="list-style-type: none"> Identified EALD students demonstrating growth as a result of differentiated learning opportunities and targeted support.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$58 401.00) Socio-economic background (\$25 000.00) 	<ul style="list-style-type: none"> Students feel success in their learning as a result of targeted support. Ongoing tracking of targeted students, providing rich data to discuss level of support in relation to needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$85 800.00) 	<ul style="list-style-type: none"> Visible adjustments to teaching practice in classrooms with a focus around the use of visible learning strategies resulting from observing quality practices in other classrooms. Teachers are supported and encouraged to set high expectations and exhibit growth in quality teaching practices. Enhanced collaborative practices and engagement in research supporting the implementation and embedment of high impact teaching practices in all classroom settings.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$99 727.00) 	<ul style="list-style-type: none"> All executive demonstrate leadership growth and demonstrate enhanced instructional leadership of teams across the school. Availability of executive team to exhibit instructional leadership through coaching and support of individuals leads to increased and enhanced quality teaching practices in all classrooms.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 000.00) 	<p>Survey all involved in TND to determine impact.</p> <p>PDP annual review with principal to examine evidence of impact.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	224	227	232	239
Girls	251	250	237	224

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.5	94.9	94.9
1	94.9	95.9	94.3	93.7
2	96	93.8	95.1	93.1
3	94.7	93.6	94.9	92.7
4	94.6	94	94.8	93.4
5	92.9	93.6	92.8	92.6
6	94.6	93.3	93.3	92.3
All Years	94.8	94.3	94.2	93.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.48

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	458,077
Revenue	4,590,810
Appropriation	4,253,126
Sale of Goods and Services	6,194
Grants and contributions	328,303
Investment income	3,187
Expenses	-4,607,713
Employee related	-3,899,532
Operating expenses	-708,181
Surplus / deficit for the year	-16,903

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.

	2019 Approved SBA (\$)
Targeted Total	409,913
Equity Total	318,590
Equity - Aboriginal	27,031
Equity - Socio-economic	99,727
Equity - Language	16,043
Equity - Disability	175,788
Base Total	3,093,079
Base - Per Capita	111,458
Base - Location	0
Base - Other	2,981,621
Other Total	348,156
Grand Total	4,169,737

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019, students, staff and parents/carers were invited to participate in the Learning Bar's Tell Them From Me survey.

Data are staff responses shows:

- 99% of staff agree that school leaders are leading improvement and change
- 87% of staff agree that the strategic vision of the school is clearly communicated
- 93% of staff agree that the school promotes a sense of belonging for students

Data are student responses shows:

- 92% of students indicate they have medium to high perseverance levels
- 8.3 out of every ten students believe that the school emphasises academic skills and hold high expectations for all students to succeed
- 8.1 out of every ten students indicates that teachers are responsive to their needs and encourage independence
- 85% of students indicate that they try hard to succeed in their learning
- 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

Data around parent/carer responses shows:

- A score of 8/10: Parents/carers indicating that written information from the school is clear
- A score of 8.1/10: Parents/carers indicating they encourage their child to do well at school
- A score of 8.2/10: Parents/carers indicating their child is clear about rules for school behaviour

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.