

2024 Annual Report

Newcastle East Public School



The oldest school in Australia - established 1816

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Introduction

The Annual Report for 2024 is provided to the community of Newcastle East 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

Welcome to our 2024 Annual School Report, a reflection of our collective commitment to excellence, innovation, and student success.

This year, we have continued to make significant strides in literacy and numeracy. Through targeted and personalised programs, we ensure that every student is known, valued, and cared for. Whether mastering complex texts, developing critical thinking skills, or building mathematical fluency, our focus on differentiated teaching has been instrumental in fostering confidence and deep understanding. By embracing diverse learning styles and innovative teaching strategies, we create an inclusive and dynamic learning environment where all students can thrive.

Beyond academic achievement, we recognise the importance of student well-being and engagement. Our school is more than a place of learning. It is a community where students feel supported, empowered, and inspired. Through initiatives such as well-being programs, student leadership opportunities, and peer support networks, we continue to prioritise mental health and social-emotional development. By fostering a strong sense of belonging, we equip our students with the resilience and confidence to navigate challenges and seize opportunities.

We remain committed to identifying and supporting high-potential and gifted students. Through enriched learning experiences, extension programs, and opportunities for independent inquiry, we challenge and inspire these students to explore their potential. Our goal is to create an environment where curiosity and ambition are nurtured, and every learner is encouraged to strive for excellence.

Data-driven decision-making continues to guide our school's strategic direction. By analysing student performance, engagement, and well-being data, we gain valuable insights that inform our teaching and learning practices. This ensures that every initiative aligns with the NSW Department of Education's priorities and contributes to meaningful and measurable improvements in student outcomes.

As we celebrate another year of growth and achievement, I extend my sincere gratitude to our dedicated staff, supportive parents, and enthusiastic students. Your ongoing commitment and collaboration are the foundation of our success. While we reflect on our progress, we also look ahead with determination and optimism-continuing to innovate, inspire, and empower every student to reach their full potential.

Thank you for being part of the journey.

Mick McCann

Principal

Message from the school community

The school community has embraced everything we've thrown at you this year with such positivity and enthusiasm. You've all really run with it, and your support has made a world of difference!

A huge thank you for an absolutely *amazing* year! We've had some truly special events, like *The Colour Run*. This was a new event for us, and while it was definitely a learning curve for everyone involved, it was absolutely worth it to see the smiles on the day. Another standout event was the *School Musical*, which was a huge success thanks to our incredibly dedicated teachers. It was a spectacular show, and it brought so much joy to all the students who participated and everyone who had the pleasure of watching.

We also want to extend a warm welcome to all our new families at NEPS. We are looking forward to getting to know you. And to all our Year 6 families and students, we wish you all the best in the years ahead. Thank you for your incredible support over the years.

As the P&C, our goal is simple - to raise funds to support our incredible students and educators and to create a vibrant, fun, and connected school community. And, wow, did we achieve some big things! This year, our small but mighty team managed to raise an astounding **\$30,000** through all our events! It's all thanks to your support and the effort we've put in together.

A massive shoutout to our parents, the teachers, and the local businesses who've supported us. We honestly couldn't have done any of this without your time, energy, and generosity. This demonstrates what a great community we are a part of, whether a volunteer, contributing to a prize, or simply buying tickets to events, buying gifts at our Mother's Day Stall or fashionably wearing our NEPS DADS T-shirt around town. IT ALL HELPS!!!

Looking ahead to next year, we'd absolutely love to have more of you join the committee. The P&C is responsible for running the OOSH and Canteen as well as organising all the community events. It's a great way to get involved with the school, and with more hands on deck, it's not as much work as it might seem.

So, if you've been thinking about getting involved, we'd love to have you! Please consider joining us next year and help us keep building an even brighter, more connected future for everyone at NEPS.

Thank you again for an incredible year. Here's to even bigger and better things ahead.

2024 P&C Exec Team.

Message from the students

When thinking about what to keep at NEPS, many students agreed on the importance of several things. The canteen is a clear favorite because of the great food it offers and its convenience for families who might not have time to prepare lunch. The historical buildings and the unique architecture of NEPS are also cherished, as they add character and a sense of tradition to the school. Year 6 traditions were mentioned as something special to preserve, as they mark an important milestone in students' time at NEPS. Other elements that students would keep include lunch before recess, the bell, and the sporting choices, all of which contribute to the school's positive atmosphere.

Several ideas were shared when considering what we would change at NEPS. Many students suggested improvements to facilities, such as upgrading the bubblers to make them colder and more powerful, and fixing the old bathrooms, which are in need of repair. Others proposed adjusting the schedule, like making recess before lunch or moving fruit break to the middle of the session. There were also ideas to make the playground safer and more enjoyable, with more rain-proof areas and additional trees. Some students wanted to see the canteen open every day and suggested changes to uniforms or the learning curriculum. Overall, the changes students would make reflect a desire to improve the comfort, convenience, and safety at NEPS.

When thinking about what I would delete from NEPS, a few ideas come up. Some students mentioned eliminating the need to bring their own supplies to school, as it can be hard for some families to afford them. Others suggested changing certain aspects of the playground, like replacing the purple mats with foam ones to make it safer. A few students thought the tree in front of OOSH should be removed because it can be dangerous in windy weather. Some even thought about changing the canteen menu, replacing fruit sticks with bubblegum moosies, or adjusting the schedule, like making fruit break an afternoon break. While these are all different ideas, the overall theme is about making things safer, fairer, and more convenient for everyone at NEPS.

Year Six 2024

School background

School vision

At Newcastle East Public School, we prepare young people for rewarding lives as engaged members of society. We are committed to the development of students with a focus on student wellbeing, student academic growth, and social and sporting success.

Teachers, parents, and students work in partnership to maintain high expectations and a positive environment where every student is known, valued, and cared for. Student success will be underpinned by engaging and explicit teaching from passionate and committed teachers. Students are at the heart of all that we do, whose learning goals are individualised by planning at the point of need.

School context

Newcastle East Public School is an inner-city primary school with a proud tradition of providing high-quality educational services to its community for over two centuries. We are Australia's oldest continuously running school, opening our doors in 1816 with 17 convict, free settler, and soldier children. At Newcastle East Public School, we believe that by collaborating within and beyond the school, we will inspire confident, creative, and innovative individuals. We develop critical thinkers, effective problem solvers, and dynamic learners, who will become productive citizens and future leaders.

Newcastle East Public School aims to support every child in achieving their potential and prepare them for life and future learning through the development of their capacity for higher-order thinking, problem-solving, relating positively with others, resilience, using information technology, self-discipline and responsible behaviour, personal fitness and wellbeing, and lifelong learning.

In 2025, there are 258 students enrolled. This includes 6 Aboriginal students and 72 students who have a language background other than English. Our Family Occupational and Education Index (FOEI) of 16, indicates a low level of socio-economic disadvantage.

Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence. Extra-curricular opportunities in sport, science, STEM, and performing arts, enable our students to excel through a range of different experiences.

In response to high expectations from teachers and the school community, the school will undertake a program of strategic changes in teaching practice to improve learning outcomes for its students, particularly in the skills of problem-solving with a strong focus on literacy and numeracy. The school is able to provide a diversified range of curricular and co-curricular opportunities for students. Successful changes have been adopted by all staff and sustained across the school K-6.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy. We will develop and sustain whole school processes for collecting and analysing data to ensure that teaching and learning is underpinned by evidence-informed strategies and embed evaluative practice.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction
Small group tuition (SGT)
Integration funding support
Aboriginal background
English language proficiency
Low level adjustment for disability
Per capita
Professional learning

Summary of progress

Reading

In 2024, the school made significant strides in student achievement, focusing on enhancing literacy through explicit instruction in phonics, vocabulary, and reading comprehension. Teachers addressed gaps in decoding, high-frequency words, and writing conventions with support from APCI, LST, EALD teachers, and SLSOs. Professional development, including Components of Reading training, improved teaching strategies, while a K-6 assessment schedule and updated tracker strengthened data collection and analysis. The introduction of professional learning communities fostered collaboration, enabling the implementation of evidence-based practices to improve student outcomes. While some staff require ongoing support in integrating new assessment techniques and technology, the restructuring of professional learning into fortnightly sessions focused on explicit teaching strategies boosted engagement and improvements in vocabulary, fluency, and comprehension. Data-driven interventions targeted learning gaps, and further refinement of teaching methods is planned for 2025. Continued professional development and collaboration will be essential to meeting the needs of all students and sustaining growth.

Numeracy

In 2024, the school made significant progress in numeracy achievement, focusing on strengthening core mathematical skills through targeted instruction in number sense, problem-solving, and mathematical reasoning. Teachers addressed gaps in place value, flexible mathematical strategies, and mental computation, with support from APCI, LST, and SLSOs. Professional development in numeracy best practices enhanced teaching strategies, while a K-6 assessment schedule and updated tracker improved data collection and analysis. Professional learning communities encouraged collaboration and the use of evidence-based approaches to improve student outcomes. Although some staff required additional support in integrating new assessment methods and technology, the shift to fortnightly professional learning sessions focused on explicit teaching strategies led to increased engagement and measurable improvements in numeracy. Data-driven interventions, such as small group instruction, addressed learning gaps, and plans for further refinement of teaching practices in 2025 will ensure continued growth. Ongoing professional development and collaboration will remain central to meeting the needs of all students and sustaining numeracy improvements.

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 reading outcomes An increase in Check-in Assessment mean scaled score for reading for Year 3 and Year 5 for 2024 compared to Year 3 and 5 in 2023.</p>	<p>The Check-in Assessment data shows a decrease in mean scaled scores for Year 3 and Year 5 reading from 2023 to 2024. Year 5 scores dropped from 68.4% in 2023 to 64.7% in 2024 (a 3.7% decrease), while Year 3 experienced a more significant decline, falling from 66.1% to 49.6% (a 16.5% decrease). This decline may be influenced by cohort variability, curriculum adjustments, timing of interventions, and external factors like student wellbeing and attendance. Moving forward, we will focus on deeper data analysis to identify specific skill gaps, particularly in comprehension and foundational literacy. Targeted interventions will be prioritised, with Year 3 focusing on early literacy skills and Year 5 strengthening higher-order comprehension. Increased in-class support, small-group instruction, and diagnostic assessments will help monitor progress. Additionally, professional learning opportunities will support staff in delivering evidence-based reading strategies. While the results highlight areas for growth, these steps will guide our efforts to improve student outcomes throughout the year.</p>
<p>Improved numeracy outcomes An increase in Check-in Assessment mean scaled score for numeracy for Year 3 and Year 5 for 2024 compared to Year 3 and 5 in 2023.</p>	<p>The Check-in Assessment data for numeracy indicates a decline in mean scaled scores for both Year 3 and Year 5 from 2023 to 2024. Year 5 scores decreased from 80.6% in 2023 to 66.8% in 2024, reflecting a 13.8% drop, while Year 3 scores fell slightly from 71.2% to 68.6% (a 2.6% decrease). This decline may be attributed to cohort differences, curriculum changes, and variations in intervention delivery. To address these results, we will conduct a deeper analysis to identify specific areas where students are struggling, with a focus on problem-solving skills and numeracy fluency. Targeted support will be provided through small-group instruction and in-class assistance, with an emphasis on addressing identified gaps. Regular diagnostic assessments will track student progress, and professional learning will support staff in delivering effective numeracy strategies. While the data reflects a downward trend, these actions aim to strengthen numeracy outcomes and provide personalised support to meet the diverse needs of our students.</p>

Strategic Direction 2: School Culture

Purpose

To create a culture where both teachers and students are seen as learners who focus on nurturing curiosity and creativity. We will be able to connect, succeed, thrive, and learn. The school provides enriched educational programs involving the ability to think creatively and work collaboratively, so students to develop problem-solving skills and apply these new skills to real-world situations.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Student Support Officer
Per capita
Professional learning
QTSS release
Socio-economic background
Aboriginal background

Summary of progress

Attendance

NEPS strengthened communication on attendance policies, utilised SCOUT data for early intervention, and expanded support for late arrivals. Collaboration with the Home School Liason Officer (HLSO) remained a priority, ensuring tailored support for families facing attendance challenges. In Term 3, the school assisted a family awaiting homeschooling approval, while in Term 4, personalised attendance improvement plans were implemented. Ongoing monitoring and adaptation aligned with the NSW Attendance Strategy, prioritising student learning and family support.

Wellbeing

NEPS strengthened student wellbeing through a whole-school approach, reinforcing behaviour expectations, addressing bullying, and finalising the Student Behaviour Support and Management Plan (SBSMP) for 2025. Aboriginal cultural awareness was enhanced through Reconciliation Day art activities, NAIDOC celebrations, and curriculum integration. The Resilience Project continued successfully, promoting Gratitude, Empathy, Mindfulness and Emotional Literacy. Professional development and parent engagement remained key priorities, ensuring ongoing student support and growth.

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 The percentage of students attending >90% is above 89.8% (baseline 83.9%) of the time to be trending towards the upper bound system negotiated target.	NEPS is committed to enhancing communication on attendance policies, utilising SCOUT data for early intervention, expanding support for late arrivals, and strengthening collaboration with the Home School Liaison Officer (HSLO). Continuous monitoring and adaptation of policies will align with the NSW attendance strategy, prioritising both student learning and family support. In Term 3, the school worked with the HSLO to support a family awaiting homeschooling approval, ensuring clear communication regarding attendance requirements. The HSLO also assisted other families facing attendance challenges, offering tailored support such as home visits, referrals to community services, and guidance on overcoming barriers to regular attendance. In Term 4, the school continued its collaboration with the HSLO, reinforcing attendance expectations and implementing

<p>Attendance</p> <p>The percentage of students attending >90% is above 89.8% (baseline 83.9%) of the time to be trending towards the upper bound system negotiated target.</p>	<p>personalised support for families with ongoing attendance issues. Tailored attendance improvement plans were developed to encourage consistent attendance, ensuring students remained engaged in learning through both regular attendance and alternative education pathways.</p>
<p>Wellbeing</p> <p>The school self-assessment against the SEF deems that it is 'Sustaining and Growing' in 'A planned approach to wellbeing' and 'Individual learning needs'.</p> <p>To create learning environments that support high potential and gifted students to experience efficacy, agency and achieve their educational potential. Working collaboratively with students, parents/carers, and the community to support well-being, growth, and achievement.</p>	<p>As part of the whole school self-assessment in SEF3, the school has made the decision that we are sustaining and growing for a planned approach to well-being and sustaining and growing for individual learning needs.</p> <p>In 2024, the school implemented a whole-school approach to student wellbeing, ensuring prevention, early intervention, and targeted support. High behaviour expectations were reinforced through explicit teaching and effective strategies addressing bullying and disruptions. Collaboration with parents and the school community strengthened behaviour management. The Student Behaviour Support and Management Plan (SBSMP) was finalised and in place for the start of 2025, providing a consistent, proactive framework for student well-being and positive behaviour.</p> <p>The school enhanced Aboriginal cultural awareness through various initiatives. Term 1 saw a well-being boost in funding art activities for Reconciliation Day, with Renae Lamb from Midnight Dreaming guiding students in a meaningful art project. Term 2 included NAIDOC Day celebrations and dance lessons supported by Aboriginal education funding. The art project continued in Term 3, showcasing cultural understanding. In Term 4, professional development and the integration of Aboriginal perspectives into the curriculum strengthened cultural engagement and informed future planning.</p> <p>The school successfully continued The Resilience Project, fostering Gratitude, Empathy, Mindfulness, and Emotional Literacy. Engaging lessons and comprehensive teacher resources ensured confident delivery. A whole-school approach supported students, staff, and parents through professional development, webinars, and online courses. The TRP Hub provided valuable resources, including lesson materials and classroom tools, enhancing student wellbeing and resilience across the school community.</p>

Strategic Direction 3: Quality Teaching Practice

Purpose

To create and maintain a stimulating and engaging learning environment for both teachers and students, supported by a positive collaborative culture. We will develop skilled, passionate, and high-performing teachers who inspire lifelong learning.

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.

- Enhanced teaching practices
- High potential and gifted education

Resources allocated to this strategic direction

AP Curriculum & Instruction
English language proficiency
Per capita
Professional learning
QTSS release

Summary of progress

Enhanced teaching practices

NEPS made moderate progress in enhancing teaching practices, focusing on improving the use of the whole school data tracker and embedding High Potential and Gifted Education (HPGE) strategies. While uptake of the data tracker was initially moderate, efforts to improve consistency, including the revision of meeting schedules and the introduction of Essential Assessment trails, led to 90% of staff submitting data on time by Term 4. By refining strategies and ensuring adequate resources, NEPS aims for consistent implementation and improved outcomes by 2025.

High potential and gifted education

NEPS made some progress in embedding High Potential and Gifted Education (HPGE) strategies, setting the stage for enhanced focus in 2025. While professional learning equipped staff, classroom integration varied. The school plans to expand enrichment opportunities and boost participation in academic and extracurricular programs, while providing targeted support for diverse learners, including Aboriginal students. Moving into 2025, NEPS aims to refine strategies, enhance collaboration time, and ensure resources are in place for more consistent implementation, ensuring alignment with curriculum goals and supporting data-driven decision-making.

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
Enhanced teaching practices Staff receives professional learning opportunities to deepen their knowledge to improve effective teaching strategies, gather data using the literacy/numeracy progressions with a focus on explicit teaching practice.	In 2024, NEPS focused on improving the use of the whole school data tracker. Initially, uptake was moderate despite professional development and clear guidelines. Collaborative planning and leadership support helped, but inconsistent implementation across classrooms highlighted the need for targeted support. In Term 2, efforts were strengthened to improve consistency, with leadership playing a key role in refining its use. Term 3 saw a revision of meeting schedules, giving staff more time to focus on assessment, which improved data entry consistency. The introduction of Essential Assessment trails further streamlined assessment practices. By Term 4, 90% of staff were submitting data on time, reflecting a more efficient and structured approach. These changes will support continued improvement in teaching practices as we move into 2025, ensuring alignment with curriculum goals and data-driven decision-making.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$38,739.00</p>	<p>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 Newcastle East 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: EaLD teacher working with targeted students to develop English skills, to enable better understanding in the mainstream classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2025, students receiving funding will receive EaLD support.</p>
<p>Integration funding support</p> <p>\$144,280.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newcastle East 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"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Additional SLSO support for all students receiving funding.</p> <p>After evaluation, the next steps to support our students will be: In 2025, students receiving funding will receive continued integration funding support.</p>
<p>Socio-economic background</p> <p>\$8,273.09</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newcastle East 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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: The allocation of these funds has had a meaningful impact on school programs and student learning, extending beyond what can be quantified</p>

<p>Socio-economic background</p> <p>\$8,273.09</p>	<p>through data. This funding has been instrumental in supporting student well-being initiatives, covering the costs of excursions, and addressing essential day-to-day school needs. Additionally, it has enabled staff to better support students with diverse needs, fostering a more inclusive and responsive learning environment.</p> <p>After evaluation, the next steps to support our students will be: In 2025, this program will continue to provide valuable support for students requiring well-being development and enhanced engagement in literacy and numeracy learning initiatives.</p>
<p>Aboriginal background</p> <p>\$7,782.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newcastle East 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"> • Reading • Numeracy • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has strengthened the presence of Aboriginal culture at NEPS, fostering a deeper connection to Indigenous perspectives and traditions within the school community. Aboriginal education will remain a key focus, ensuring ongoing engagement, learning, and respect for First Nations culture across all aspects of school life.</p> <p>After evaluation, the next steps to support our students will be: In 2025, the continuation of this funding will further enhance support for Aboriginal students through targeted literacy and numeracy learning programs, the ongoing implementation of the Sista Speak program, and expanded cultural learning opportunities for all students.</p>
<p>English language proficiency</p> <p>\$15,610.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newcastle East 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"> • Reading • Numeracy • Enhanced teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: The allocation of funding enabled the employment of a classroom teacher dedicated to supporting individual student learning. This initiative has enhanced differentiated instruction, providing targeted support to meet the diverse academic needs of students and improve overall learning outcomes.</p>

English language proficiency \$15,610.26	<p>After evaluation, the next steps to support our students will be: Moving forward, we will continue to prioritise targeted support for individual student learning by maintaining dedicated classroom teaching resources. This will ensure ongoing personalised instruction, enhance student engagement, and further strengthen learning outcomes across the school.</p>
Low level adjustment for disability \$75,203.39	<p>Low level adjustment for disability equity loading provides support for students at Newcastle East 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</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 <p>The allocation of this funding has resulted in the following impact: This dedicated teaching position played a vital role in supporting student learning and enhancing educational outcomes throughout 2024.</p> <p>After evaluation, the next steps to support our students will be: Looking ahead, we will continue to strengthen student learning and educational support by maintaining this teaching position, ensuring sustained academic growth and personalised instruction for all students.</p>
Professional learning \$19,009.85	<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 Newcastle East 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"> • Numeracy • Enhanced teaching practices • Attendance • Wellbeing • High potential and gifted education • Other funded activities <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 • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Teacher relief is provided to staff attending professional development sessions, ensuring they have the time and support to enhance their skills and knowledge, ultimately benefiting student learning and overall teaching effectiveness.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, we will continue to prioritise teacher professional development by providing relief to staff, enabling them to further enhance their skills and knowledge, which will contribute to improved teaching practices and student outcomes.</p>
QTSS release \$54,765.05	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newcastle East Public School.</p>

<p>QTSS release</p> <p>\$54,765.05</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 • High potential and gifted education • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: This funding has continued to play a crucial role in supporting student learning and enhancing educational provision throughout 2024.</p> <p>After evaluation, the next steps to support our students will be: Looking ahead, we will maintain the use of this funding to further support student learning and strengthen educational provision, ensuring continued growth and achievement in 2025.</p>
<p>Per capita</p> <p>\$43,458.23</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Newcastle East 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"> • Reading • Enhanced teaching practices • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The school implemented a targeted attendance monitoring program, aligning with NSW Department of Education policy, to identify and support students with low attendance through early intervention strategies. <p>The allocation of this funding has resulted in the following impact: These funds have been allocated to support K-6 students across a range of Key Learning Areas (KLAs), with the aim of improving student outcomes and enhancing overall academic achievement.</p> <p>After evaluation, the next steps to support our students will be: Looking ahead, we will continue to allocate these funds to support K-6 students across multiple Key Learning Areas (KLAs), ensuring sustained improvement in student outcomes and further enhancing academic achievement in 2025.</p>
<p>AP Curriculum & Instruction</p> <p>\$100,917.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Reading • Numeracy • Enhanced teaching practices • High potential and gifted education • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and

<p>AP Curriculum & Instruction</p> <p>\$100,917.00</p>	<p>routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</p> <ul style="list-style-type: none"> • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: APCI effectively manages data entry across the school, promoting staff data literacy and supporting the use of evidence-based teaching strategies. This initiative focuses on embedding explicit instruction to improve student outcomes in literacy and numeracy across K-6 classrooms.</p> <p>After evaluation, the next steps to support our students will be: Looking ahead, we will continue to empower students by strengthening our data management practices through APCI, enhancing staff data literacy, and refining explicit instruction to better support student growth and improve outcomes in literacy and numeracy across K-6 classrooms.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Newcastle East 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"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The school provided targeted small group tutoring sessions, in line with NSW Department of Education policy, to support students requiring additional learning assistance in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Future funds will continue to meet individual student needs based on 2024 cohort requirements.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	140	135	139	124
Girls	115	98	114	117

Student attendance profile

School				
Year	2021	2022	2023	2024
K	95.6	89.0	90.9	93.1
1	91.3	91.0	87.3	91.5
2	92.6	86.9	91.7	90.2
3	92.1	90.4	89.2	93.4
4	94.8	89.8	92.3	88.5
5	89.7	91.9	92.6	86.2
6	93.4	85.1	92.1	91.1
All Years	92.7	89.0	90.9	90.4
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)	9.24
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*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	112,282.26
Revenue	3,150,400.27
Appropriation	2,909,346.90
Sale of Goods and Services	26,745.05
Grants and contributions	168,306.12
Investment income	4,302.20
Other revenue	41,700.00
Expenses	-3,141,779.14
Employee related	-2,801,684.79
Operating expenses	-340,094.35
Surplus / deficit for the year	8,621.13
Closing Balance	120,903.39

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	171,391
Equity Total	106,869
Equity - Aboriginal	7,782
Equity - Socio-economic	8,273
Equity - Language	15,610
Equity - Disability	75,203
Base Total	2,133,140
Base - Per Capita	43,458
Base - Location	0
Base - Other	2,089,682
Other Total	445,627
Grand Total	2,857,027

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 satisfaction

Parents have expressed strong satisfaction with the school community at NEPS, highlighting the success of key events such as the Colour Run and School Musical. These initiatives, made possible by the dedication of staff and volunteers, brought joy to students and strengthened school spirit. The enthusiastic support from families has been instrumental in fostering a vibrant and connected community. The P&C played a crucial role in enhancing the school experience, raising an impressive \$30,000 through various events. Parents appreciated the opportunity to contribute, whether by volunteering, donating, or participating in activities like the Mother's Day Stall and NEPS DADS initiative. This collective effort underscores the strong community spirit at NEPS. Looking ahead, the P&C welcomes new families and encourages greater involvement to continue supporting students and staff. With more volunteers, the committee can further enrich the school environment and strengthen the connection between families and the school. Parents value the commitment of teachers and the inclusive, engaging environment at NEPS, reinforcing their confidence in the school's ability to provide high-quality education and a strong sense of belonging.

Student satisfaction

In 2024, there's been so much fun happening outside the classroom! Year Six had a blast designing our class shirts, and it was so cool to see everyone's creativity. The Colour Run was awesome, and we got super colourful! The school musical was amazing too, and it was awesome seeing everyone show off their talents. After school, we had so many fun events like discos and party nights that we couldn't stop talking about. The playground and maker space are the best places to hang out and get creative. Big shout-out to Nadia in the canteen for always being super friendly and making lunch time better. Our teachers are the best, and they make learning so much fun. Year Six is awesome because we get to learn in ways that are never boring. Overall, our school is amazing with sports competitions, fun events, and even silent discos!

Teacher Satisfaction

In 2024, the staff demonstrated remarkable resilience and dedication in delivering high-quality education to students, even amidst challenges. They effectively adapted to new and evolving curricula, utilising various platforms and technologies to enrich learning experiences. The collaborative approach among the teaching staff played a key role in ensuring a successful academic year. Positive feedback from parents highlighted the impact of these efforts, reflecting the strong connection between home and school. Additionally, increased engagement with families and regular well-being check-ins deepened the understanding of students, strengthening the sense of community and support within the school. Moving forward, we will continue to prioritise staff well-being, foster high-quality teaching and learning, and support professional growth as we navigate the new curricula and further enhance our collective skills.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.