

Eden Public School Annual Report



2016



1816

Introduction

The Annual Report for **2016** is provided to the community of **Eden 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.

Tanja Vogt

Principal

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Message from the Principal

2016 was a very busy but rewarding year for Eden Public School. Our school's success is underpinned by three key strategic directions that promote quality teaching and learning programs that our students, staff and parents/carers value and endorse. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our school's core values of Respect, Responsibility and Resilience strengthen the positive culture of the school. The implementation of KidsMatter and Positive Behaviour for Learning have made a significant positive difference in developing students who are motivated and demonstrate self-worth within an environment that promotes good emotional, mental, spiritual and physical well-being.

2016 was another successful year with strong academic results in many key learning areas. Kindergarten to Year 2 students have demonstrated excellent results in reading. Currently 75–86% of our students are on track and reading at and above expected literacy cluster levels. This has been a significant increase from previous years. Year 3 NAPLAN results demonstrated growth in Literacy and Numeracy from the previous years as a result of extra support being targeted into this area. Our Year 5 NAPLAN results showed improvement in reading, grammar and punctuation, number, and patterns and algebra. 12 students participated in the NSW universities competitions. This year we had 3 students who received a Distinction and 1 student who was awarded with a High Distinction. All students are to be commended on their results.

We continue to implement programs that increase opportunities for all our students. Breakfast Club, Dance Group, Eden Idol, School Garden, French, Robotics, our Koori Dancers and our Music Program continue to be popular. In 2016 the music program was expanded to include Djembe drumming for senior students. This has been a popular addition to the school's music program.

Thank you all for making 2016 such a wonderful year at Eden Public School. In closing, I would like to recognise and thank all the students, teachers, support staff, parents, carers and community members who have made it possible.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

I would like to say how much of a privilege it has been to work with this fantastic committee this year. Everyone puts in their best and all the jobs are well shared. We built on the already successful committee, ran some great fundraisers and hopefully helped the school community as a whole.

In 2016, we held the Mother's Day stall, Easter Raffle, 2 Discos, Father's Day stall and raffle, Cake stall at the Information Centre. The committee also organised a glow product and roast lamb roll stall at 'Christmas on Imlay'. We also continued to run the canteen and uniform shop. We donated a gazebo to the school to use at carnivals, \$1500 for new readers, \$50 to Hunter Upton's World's Greatest Shave, a scholarship for the "School Spirit Award" and gifted \$500 to students representing the school at state level for sport.

I would like to thank Tanja Vogt for spending so much time with us, explaining the school system and allowing us to share and discuss our opinions. I love the sense of achievement that comes along with being a part of this committee.

I really look forward to working with you all again in 2017.

Melanie Warren

Eden Public School

P and C President

School background

School vision statement

Our vision is to provide a holistic, quality learning environment to develop confident and creative global citizens and leaders. Eden Public School provides quality education and is committed to the pursuit of excellence and high quality educational opportunities for every member of our school community. Eden staff and community make a strong commitment to nurture, guide, inspire and challenge students to find the joy in life-long learning. As a school community we provide a rich educational environment that supports the improvement of student outcomes and the narrowing of the achievement gap between students.

Eden Public School provides quality education where children are encouraged to

“Dare to Dream”

and

“Act to Achieve”

School context

Eden Public School has been delivering quality public education to our community since 1857. We provide a safe, supportive environment within which students are encouraged to fulfill their individual potential. This is done through quality teaching and learning that is meaningful, relevant and provides students with the knowledge, skills and attitudes they need for the 21st century. The school values are Respect, Responsibility and Resilience. The school achieves its mission by focusing on Student Well-being, Aboriginal Education, Literacy, Numeracy, and Information and Communication Technology. Unique features of the school are our student and staff leadership programs, K-6 class support programs. As a Low SES school, we are very proud of what we have achieved in Aboriginal Education, School Leadership, integration of digital media and differentiated curriculum. Resources provided through the Resource Allocation Model have allowed us to implement Literacy and Numeracy programs, training and development for staff, along with additional support programs for identified students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the **Learning** domain our evaluation explored the elements of Assessment and Reporting, Learning Culture, Well-being and Students Performance Measures.

Our strengths in these areas are;

- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.
- Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.
- The school has in place a comprehensive and inclusive framework to support cognitive, emotional, social, physical and spiritual well-being of students, which measurably improves individual and collective well-being.
- Individual learning is supported by effective use of school, system and community expertise and resources through contextual decision-making and planning.

The areas for further focus and inclusion in the 2017 School Plan are;

- Teachers will set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student outcomes.
- The school encourages students to recognise and respect cultural identity and diversity.
- Students are at or above national minimum standards on external performance measures.

In the **Teaching** domain our evaluation explored the element of Effective Classroom Practice, Data Skills and Use and Collaborative Practice.

Our strengths in this area are;

- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts.
- Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.
- The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

- The teaching staff of the school demonstrate and share expertise, have high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

The area for further focus and inclusion in the 2017 School Plan are;

- The school will work towards a culture of supporting teachers to pursue higher levels of accreditation.

In the **Leading** domain our evaluation explored the element of Management Practices and Processes and Planning, Implementation and Reporting.

Our strengths in this area are;

- The school community is committed to the school's strategic directions and practices to achieve educational priorities.
- Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts.
- Shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.
- The use of the school facilities is optimised within the local community, to best meet the needs of the students and the local community.
- Practices and processes are responsive to community feedback.

The areas for further focus in this area are;

- Accountability practices are tied to school development and include open reporting to the community.
- Streamlined, flexible processes exist to deliver services and information to strengthen parental engagement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teaching and Learning

Purpose

To place learning at the centre of strategic planning and make sure that there is a diverse and flexible curriculum that is supported by creative, responsive approaches to teaching together within an effective learning environment.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been the key professional learning focus in 2016 to achieve growth within our improvement measures in this key strategic direction. All K–2 teachers have been trained in the Literacy, Language and Learning (L3) strategy, this has had a significant impact on student learning outcomes and results are evidenced in our Year 3 NAPLAN reading scores. Teachers in the K–2 area are now working in collaboration with primary teachers to develop a teaching continuum in Literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
That ALL students in Year 3 and Year 5 will match or better state averages for the National minimal standard level in Numeracy.	72% of all students in Year 3 and 78% of all students in Year 5 performed at and above national minimum standards for Numeracy. This was an increase from previous years.	\$63048.34
That 50% of ATSI students in Year 3 and 5 will perform at or above National minimal standards for Reading and Numeracy in 2015–2017.	50% of ATSI students in Year 3 performed at national minimal standard for Numeracy. 57.2% of ATSI students in Year 5 performed at and above the National minimal standard for Numeracy and 57.2% of students in Year 5 performed at and above for Literacy in the 2016 NAPLAN assessments.	\$6008.62
100% of staff are using school Scope and Sequence for Literacy and Numeracy by 2017.	Staff have completed their second year of using the new Mathematics and English curriculums. A K–6 scope and sequence is still being developed.	\$11096.65

Next Steps

To continue to excel with these improvement measures, the school will;

- Engage whole staff in Professional Learning about data tracking systems and develop teacher consistent judgement when assessing student learning to enhance the development of teaching and learning plans.
- To share teacher expertise K–6.
- Increased Professional Learning in Mathematics.

Strategic Direction 2

Leadership and Management

Purpose

To provide effective planning, allocation of resources, support and evaluation of work undertaken by others, ensuring clear delegation of and accountability for tasks and responsibilities. Develop and maintain effective strategies and procedures for staff induction, professional learning and performance review.

Overall summary of progress

Staff continue to deepen their understanding of the Australian National Teaching standards to support their ongoing Performance and Development Plans. Staff Development and Training have supported the increased whole school knowledge and confidence in using this document. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for collaborative growth and success. Growth Coaching training was delivered to the executive team, who have used this strategy to implement a strategic and successful implementation of the school's second year of Performance and Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of staff will be accredited as proficient teachers with 20% of staff achieving highly accomplished and lead teacher accreditation by 2017.	41% of staff are accredited with 20% working towards their Highly Accomplished accreditation.	\$1571.96 to support teachers with the development of their Professional Development Plans.
All teachers will have completed training in the new Australian curriculum for Science and Technology and History by the end of 2015 geography by the end of 2016.	All staff have engaged in Professional Learning opportunities to complete training in all new curriculum documents. KLA committees are continuing to support staff.	\$15887.48 for executive to support all teachers. Professional learning was completed during regular staff meetings and e-Learning modules.
Coaching will be the model that supports Performance Development Plans within the school. In 2015, 20% of teachers will be using coaching with students, in 2016, 40% and 60% by 2017.	The school experienced some change in the executive structure in 2016. New executive have been trained in coaching and teachers are currently being trained.	\$2000

Next Steps

- Eden Public School will continue to support and monitor beginning to experienced teachers to achieve accreditation and maintain currency. Regular staff professional development will support this plan.
- Increase the development of the Coaching Model for all staff members to promote outstanding collaboration, observation and professional sharing of evidence based quality teaching strategies.

Strategic Direction 3

Equity and Well-Being

Purpose

To develop strategies to ensure educational opportunity including; countering discrimination and the impact of disadvantage and isolation. Engage with families and carers, and partner, where appropriate, with community groups, agencies and individuals, businesses or other organisations to enhance and enrich the school and its value to the wider community. Develop and maintain structures for effective liaison and consultation.

Overall summary of progress

The well-being and equity of our students is imperative in order for our students to achieve their personal best. The school community of Eden Public School work tirelessly to ensure that all our students are well cared for and have the capacity to deeply engage in their education. The school invests heavily in this strategic direction, funding programs such as KidsMatter, PBL, Breakfast Club, Music program, Garden program, Sporting for Schools and others.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey data will report increased engagement with the community and authentic positive partnerships. This will be surveyed at the end of 2015, 2016 and 2017.	Whilst the school has anecdotal evidence that suggests an authentic improvement in community engagement with the school, unfortunately, to no fault of the school, survey data was lost by an external agency that recorded this data. It is very evident that there are more parents attending school assemblies and P and C meetings.	\$6821.18 for the Music program. \$250 SMS service. \$500 to support P and C meetings. \$7820.66 for the Garden program.
Aboriginal student attendance will match or better that of state averages.	88.25% is the attendance rate for our Aboriginal students.	\$767.26
ATSI students will increase performance in reading from 85.7% of Year 3 students in Band 2 for reading in 2014 to more than 50% in Band 3 for 2016 and Year 5 from 27.3% in Band 4 in 2015 to 50% in Band 5 for 2016.	Whilst we have had a reduction of the students in the lowest bands for reading, our percentage performance is low. The school feels that due to the low number of ATSI students who sat the NAPLAN tests in 2016, this data is not valid for an improvement measure.	\$6008.62 to employ an Aboriginal tutor.

Next Steps

- The school will continue to implement the key programs in the strategic direction to keep our students engaged and motivated to learn.
- School attendance will be promoted for all students.
- KidsMatter will develop more of a presence at our school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal attendance has been monitored and celebrated. • Students were provide with extra tutoring through the MultiLit program. • All Aboriginal students had the opportunity to participate in Koori dance and perform at significant events. • The school garden is working with external Aboriginal organisations to create a cultural garden calendar. • Our AEO provides extra learning opportunities for our students and supports local families to maintain good school attendance. • All Aboriginal students had Personal Learning Plans and had opportunity to set goals in the Mgoals website. 	\$12636.64
Low level adjustment for disability	<ul style="list-style-type: none"> • Staff in all support classes were provided with extra Professional Learning opportunities to ensure they were well equipped to manage students in their care. • Targeted students received support from SLSO's to enhance their ability to fully access the curriculum. 	\$80128.11
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • In term 3 and 4, an Assistant Principal was relieved from class one day a week to work side by side with teachers in the classroom, to collect data and carry out data analysis. The key transition points for students between Kindergarten to Year 1, and Year 2 to Year 3 were identified as requiring the most support for teachers and students. The intention was to grow quality pedagogy across Kindergarten through to Year 4 and encourage deep professional dialogue between colleagues. Teachers were given the opportunity to discuss their teaching practice with colleagues, in order to share ideas and ensure a consistent approach to curriculum delivery is achieved. Data collection and analysis was a key strategy to provide quality information for teachers to guide future practice. Evidence based teaching was encouraged and processes were embedded to collect valid data and provide regular feedback for teachers to support student learning. 	\$3000 was added to the additional staffing entitlement.
Socio-economic background	<ul style="list-style-type: none"> • KidsMatter to support good mental health and well-being. • PBL training updates and implementation. • Language, Learning and Literature (L3) • Technology upgrade • Student Learning Support Officers • Employment of a teacher 	<p>\$2438.92</p> <p>\$3196.55</p> <p>\$10994.89</p> <p>\$20203.13</p> <p>\$67586.25</p> <p>\$55048.34</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	150	146	153	153
Girls	133	113	118	118

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	93.6	94.1	93.8
1	92.6	94.3	94.1	93.3
2	95	93.6	92.9	93.6
3	94.2	94.5	93.1	92.7
4	95.8	93.3	93.3	91.9
5	92.5	95.3	92.5	93.1
6	93.3	93.2	93.9	90.4
All Years	94.4	94	93.4	92.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Positive attendance is celebrated at Eden Public School.

If a student is absent from school without explanation, an SMS is sent to the parent to provide a reason for the absence. Parents generally provide an explanation.

If a student is away for 3 days with no explanation, the teacher must ring the family for an explanation.

Ongoing poor attendance patterns are referred to the Home School Liaison Officer.

Class sizes

Class	Total
KC	21
KP	21
1-2B	24
1-2K	24
1-2D	23
3-4E	29
3-4A	26
3-4K	26
5-6L	21
5-6E	19
5-6D	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.21
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	6.62
Other Positions	1.11

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

In 2016 the school had one casual teacher seeking accreditation at the Proficient level. 7 staff members at our school are accredited and are currently in the maintenance cycle. The remainder of the staff are pre-2004 appointed teachers and will all become accredited in 2018.

All staff had the opportunity to participate in Professional Learning opportunities throughout 2016. Professional Learning was funded from;

- the school's Global funds specifically designated for Professional Learning
- additional allocation of school funds and
- RAM Location Loading funds.

Priority ranking, as measured by funds allocated, was given to Professional Learning in:

- Leadership and career development
- Welfare and equity
- Literacy and Numeracy
- Other/school priority
- Quality teaching
- ICT
- Syllabus
- Mandatory training

Professional Learning activities included staff meetings, school development days, visiting consultants, off site training, conferences, video conferences, adobe connect sessions and workshops.

Total PL expenditure was \$26162.63 with the average expenditure per staff member being \$1868.75.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	198 994.00
Global funds	286 585.88
Tied funds	371 924.19
School & community sources	49 332.78
Interest	5 353.34
Trust receipts	6 024.90
Canteen	0.00
Total income	918 215.09
Expenditure	
Teaching & learning	
Key learning areas	10 175.54
Excursions	30 769.18
Extracurricular dissections	69 706.48
Library	3 033.53
Training & development	0.00
Tied funds	401 494.62
Short term relief	61 304.07
Administration & office	36 777.33
School-operated canteen	0.00
Utilities	44 057.02
Maintenance	16 459.07
Trust accounts	5 592.90
Capital programs	17 074.00
Total expenditure	696 443.74
Balance carried forward	221 771.35

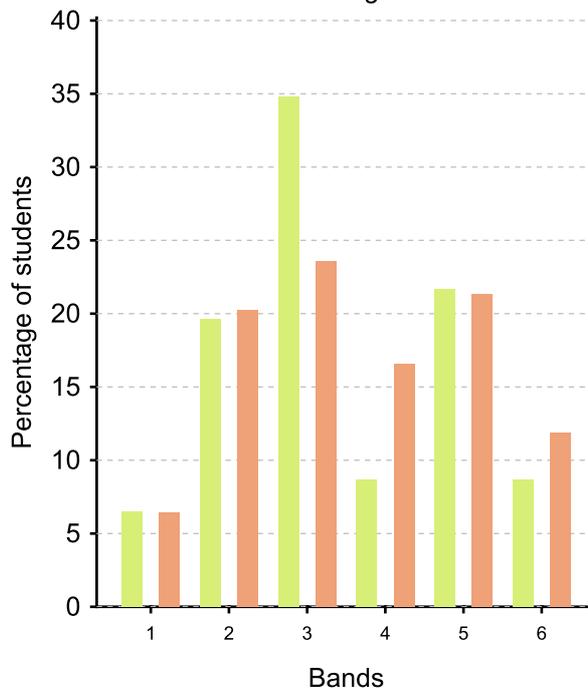
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

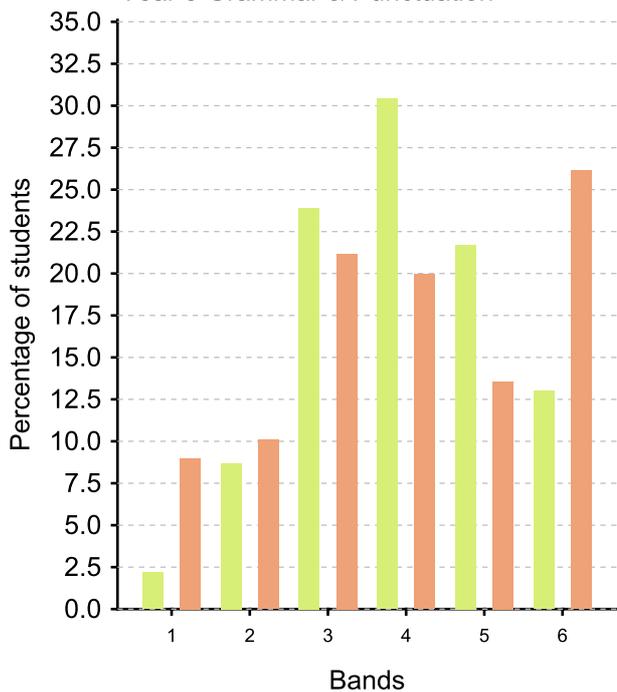
NAPLAN

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.

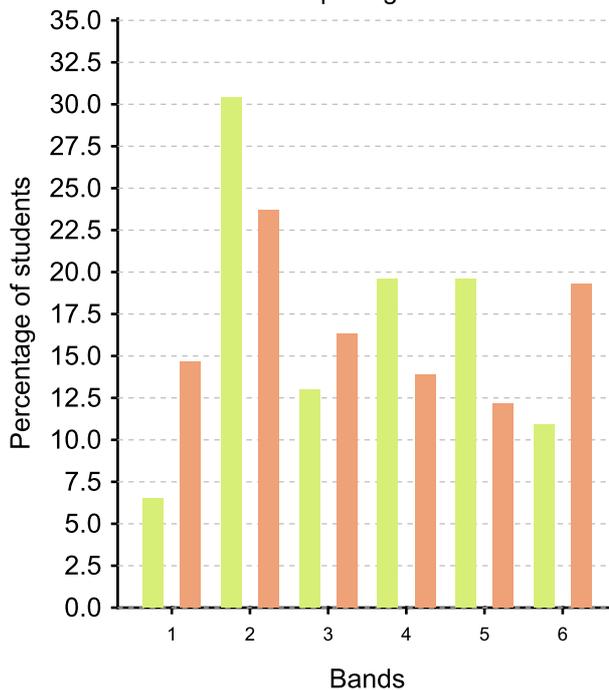
Percentage in bands:
Year 3 Reading



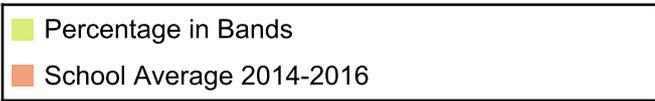
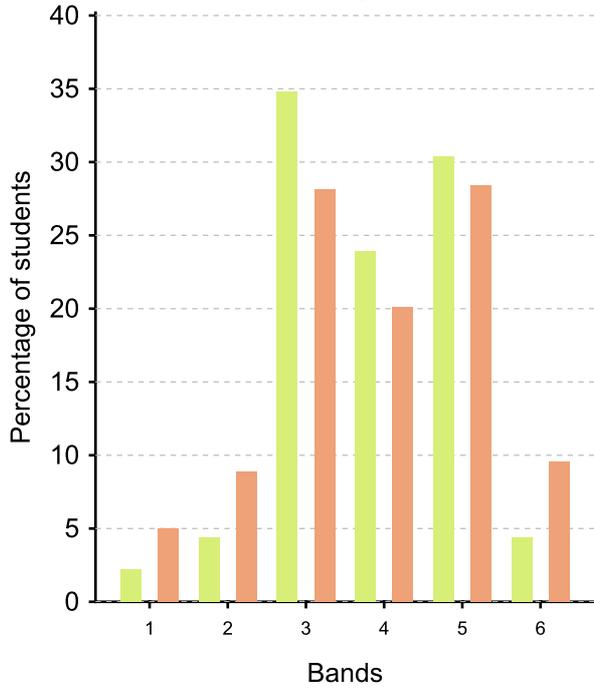
Percentage in bands:
Year 3 Grammar & Punctuation



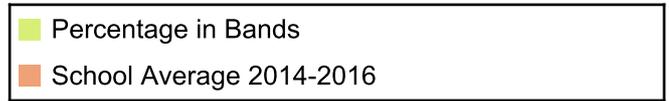
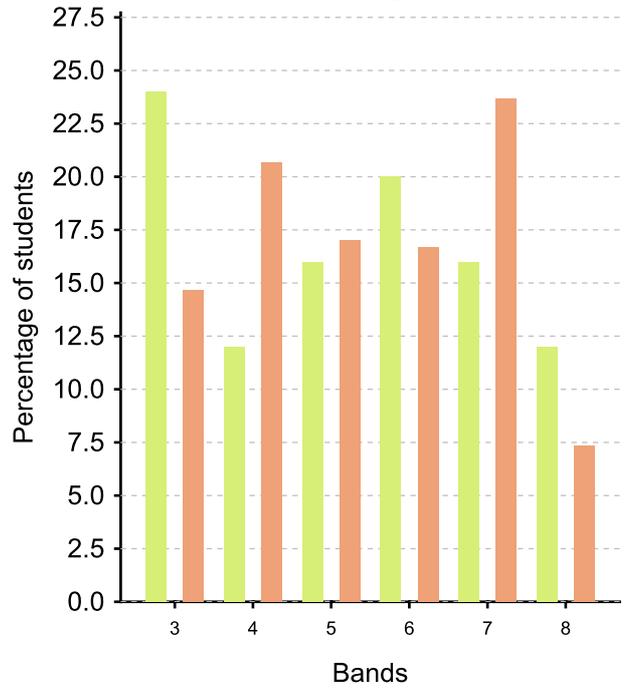
Percentage in bands:
Year 3 Spelling



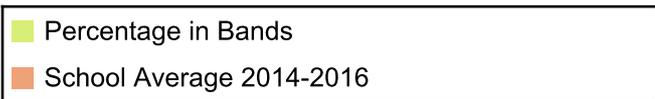
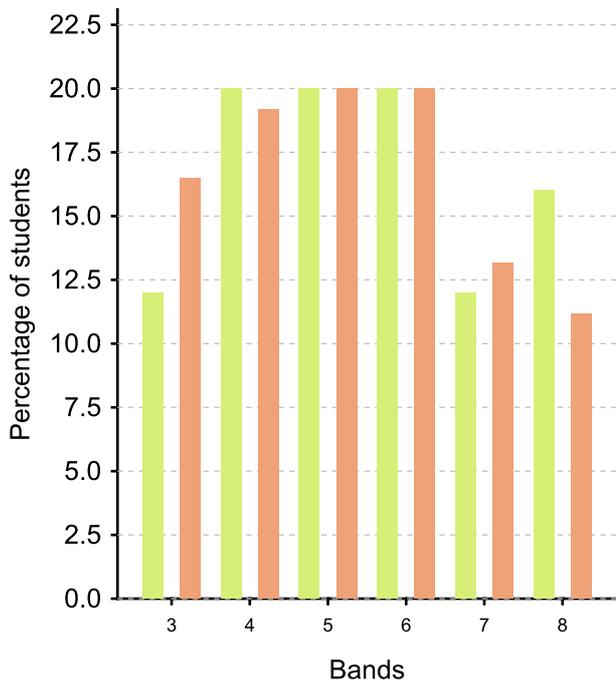
Percentage in bands:
Year 3 Writing



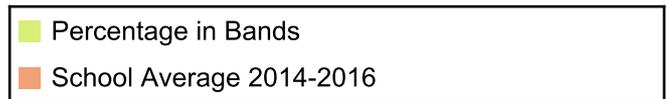
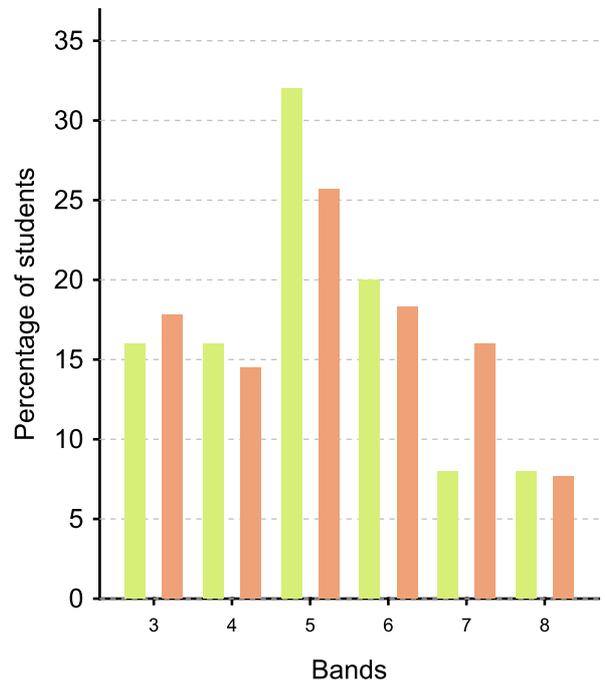
Percentage in bands:
Year 5 Reading



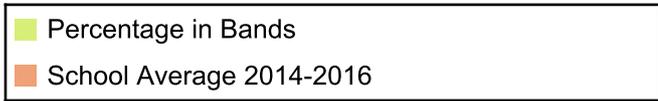
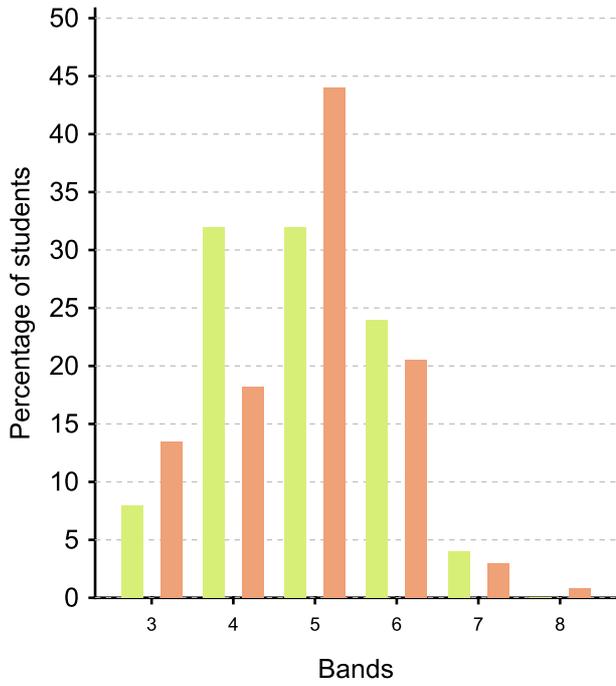
Percentage in bands:
Year 5 Grammar & Punctuation



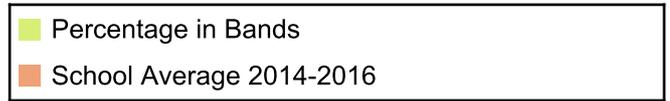
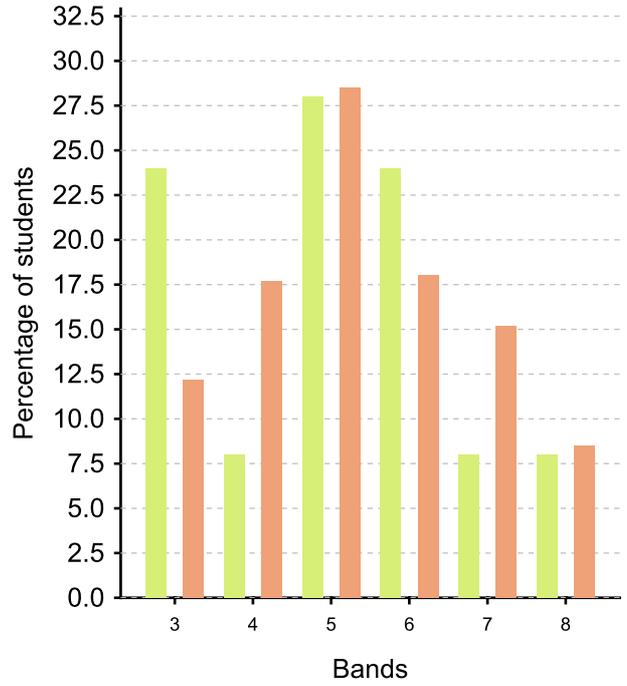
Percentage in bands:
Year 5 Spelling



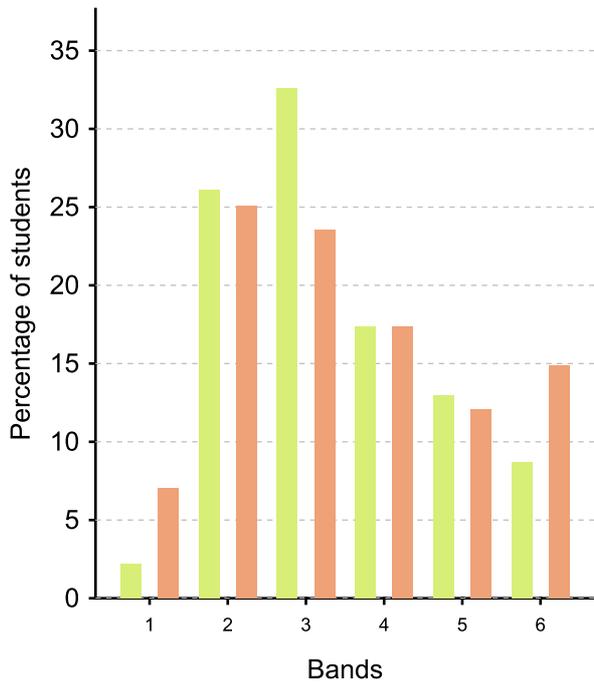
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy





Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 Eden Public School students and staff participated in the Tell Them From Me surveys. The community was surveyed by Survey Monkey.

The key findings are presented below.

Students:

- 74% of students had a high sense of belonging – students feel accepted and valued by their peers and by others at the school.
- 81% of students had positive relationships in the school – have friends they can trust and who encourage them to make positive choices.
- 82% of students have positive behaviour – students who do not get into trouble at school for disruptive inappropriate behaviour.

Teachers:

- 94.8% of teachers strongly agree that school leaders are leading improvement and change.
- 89.5% of teachers strongly agree that school leaders communicate their strategic vision and values for the school.
- 84% of teachers strongly agree that collaboration underpins quality teaching at Eden Public School.

Parents:

- 86.66% of parents are very to extremely satisfied with their experience at the school.
- 86.67% of parents believe the staff are extremely approachable.
- 73.33% of parents feel that the school prepares their children extremely well for the next academic year.



Policy requirements

Aboriginal education

The school continues to work towards ensuring that Aboriginal students are achieving academic and social outcomes equivalent to those of all other students attending NSW Public Schools. In 2016 we implemented the following programs to achieve this:

- Personal Learning Plans (PLPs), through Mgoals, were developed and implemented for each Aboriginal student. This was done in consultation with the student, the family and class teachers. The online PLPs were then revisited and updated at the end of each term. Family members and community were able to access the Mgoals site which also included work samples, anecdotal teacher comments, video and photo examples.
- All classes continued to target Literacy and Numeracy.
- Extra tuition was provided by an Aboriginal tutor using the MultiLit program.
- The school has a close working relationship with the Aboriginal Education Consultative Group (AECG). The AECG are very supportive of programs that the school delivers.
- Aboriginal funding supports the School Garden program. The school has consulted with elders from the community to begin planting native Indigenous plants.
- NAIDOC Day celebrated Aboriginal culture and achievement at Eden Public School, with assemblies led by Koori students. All students participated in NAIDOC Day activities in association with Bournda Environmental Education Centre, supported by local Aboriginal Elders.
- Participation in a combined school's Koori Dance Program which involved dance, music, art and performance. The group performed during NAIDOC Week at Jigamy. They also participated and performed at the Eden Whale Festival and at the school's Presentation Day.
- Support programs addressing the learning and welfare needs of Aboriginal students are in place.
- Aboriginal perspectives, raising awareness of Aboriginal history, culture and current Aboriginal Australia are obvious within the school.
- Stage 3 walked the Bundian Way (southern end) as part of HSIE, led by local elder Pastor Ossie Cruse and Les Kosez.
- Eden Public School worked closely once again with the University of Western Sydney in

providing placements for Pre–Service Aboriginal teachers on an annual basis. These student teachers are role models, who demonstrate to all students that aspirations and dreams can be achieved.

- Students participated in Harmony Day and NAIDOC celebrations as well as respective art competitions. Jayla Munday won the South Coast Division for Harmony Day Poster and the Australian Primary Student Division for Campbell Paige's NAIDOC poster competition.
- Aboriginal Education Officer (AEO) Ty Cruse, with the assistance of Koori students and Year 6 students, designed and painted 2 large murals depicting local stories connected with the Bundian Way. Another large mural is underway telling the story of Eden.
- 6 of our Aboriginal students received awards in the Inspire Succeed Excel Aboriginal Education Excellence Awards for literacy, numeracy, culture, sport and 100% school attendance.
- The Aboriginal Education Officer was also awarded in this ceremony for his work with students and community.

Multicultural and anti-racism education

Multicultural Education at Eden Public School is designed to foster the school's values of RESPECT, RESPONSIBILITY and RESILIENCE, and to provide opportunities that enable students to value cultural diversity that promote a harmonious multicultural society. In 2016, these values were promoted through our annual Harmony Day and weekly celebrations, which are based on the Australian Government's promotion of the message 'Our diversity is our strength'. The students celebrated Harmony Day by participating in a special school assembly and by being involved in a variety of activities including a games afternoon, designing posters promoting harmony, partaking in a buddy activity, promoting tolerance, respect and a happy, harmonious school community.

The anti-racism contact officer addressed and supported all students, teachers and parents during 2016 to build understanding of cultural diversity in the school community.



Other school programs

Sport

Our sporting involvement continued in 2016 with many notable performances. A feature continues to be the number of children who participate at a school level with a positive sporting attitude. Our school was again well represented at District and Regional Carnivals and State PSSA Knockouts. Highlights include Jack Caldwell, Boady Dunne and Jemma Pollock who represented the Far South Coast in Regional Swimming at Dapto. Jack was then selected to compete, in three events, at a state level at the Homebush Aquatic Centre. Jack Caldwell, Christopher Feeney, Sonny Robin, Maeve Donaldson, Shakaya Simpson and the Junior Boys Relay team were selected to compete at the Regional Athletics Carnival in Canberra. Our school cross country team was very competitive at the Zone Cross Country in Wolumla with excellent performances from William Seach, Jake Griffin and Jack Caldwell who all competed at Region. Jack, who came second at the Regional carnival in Nowra, was selected to compete at the state trials where he came 10th. Both our school netball and softball teams made it through to the third round of their respective state knockouts, with the girls' softball team becoming the South Coast Champions. Both Morgan Thornton and Charli Mitchell, who captained the Far South Coast Soccer team, were selected to attend the regional soccer trials, with Charli being selected into the team and then attending the state trials. Morgan Thornton was also selected for the regional cricket team and the regional golf team, attending the state selection trails for both sports.

Eden Public School also had four students selected for the regional NRL team, and one student for the region's AFL team. Swimming classes for primary children continued this year, complemented by the "Learn to Swim" classes for infants. Students in all stages participated in coaching clinics in Australian Rules, Rugby League. Our community sporting groups also gave freely of their time with primary children participating in golf, tennis and swimming.

The "Sporting for Schools" program continued to be popular this year, running every term with 40 students attending each week. Once again, we have to say thank you to our dedicated teachers who volunteer their time after school to ensure this program is available to our students.

Our sportspersons of the year for 2016 were William Seach and Jack Caldwell.

The Premier's Sporting Challenge Award was presented to Jemma Pollock, while the champion house was Imlay.

As always, we need to recognise the input of parents to our sporting program. Without their support we would be unable to offer such a comprehensive program.

Creative and Performing Arts

Eden Public School delivers a dynamic and engaging variety of opportunities for students and has worked hard to build the profile of the Creative and Performing Arts over the last few years. Students from Years 3–6 are given the opportunity to select from a variety of music lessons delivered by a specialist music teacher. Students in Stage 2 and Stage 3 can select from a variety of performing arts programs; the school offered choir, recorder, percussion, guitar, djembe drumming and dance. Our Creative and Performing Arts student groups performed at school assemblies, Sapphire Coast Learning Community Performing Arts Festival, school presentation day, local nursing homes and at local events, such as the Eden Whale Festival.

Environmental Education

During 2016, Eden Public School continued to develop the school garden that was supported by our School Garden Club. Students from K–6 engaged in work in the garden and the school formed a partnership with a local organic café, 'Sprout', Twofold Aboriginal Land Care and a local market group 'Nethercote Markets' that supported the initiative by selling produce from our school garden. This allowed the garden to grow and flourish. Students were involved with the establishment of the garden, they have learnt about composting, water conservation, gardening, recycling, harvesting and cooking, as well as energy saving. Students from K–6 were able to engage in authentic learning through the garden which directly links to aspects of the Science, Mathematics and Health curriculum's at Eden Public School.

STEM

Eden Public School delivered a STEM (Science, Technology Engineering and Mathematics) project in 2016. All students in Stage 3 were included in designing and creating a "chicken coop". Students had to research, design and create models for construction. The winning design was then built involving local volunteer organisations. The NSW state STEM team were so impressed with the project, that the school STEM team were requested to present their work in Sydney to schools from all over the state. Eden public school has been asked to continue with the STEM project and will become a mentor school in 2017.