

Engadine Public School Annual Report



2016



1845

Introduction

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

Hendrika Green

Principal

School contact details

Engadine Public School

Waratah Rd

Engadine, 2233

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

engadine-p.School@det.nsw.edu.au

9520 8559

Message from the Principal

It's wonderful to take this opportunity to say I am the proud principal of Engadine Public School. The school is both growing in size and continually developing. Known for its collaborative nature of staff, the school has had the pleasure of leading innovation in visible learning in 2016, opening its doors to colleagues throughout the state, who have observed school strategies of using evidence informed practice to change the nature of learning for students and teachers alike.

Collectively as a community of staff, students and families we are building a genuine community feel and the cohesion is increasingly evident in everyday practices.

During 2016 our highly dedicated and hardworking **staff**, continually strived and gave of their best, going beyond the realms of the classroom to contribute to the whole school community, and beyond into our local 'Community of Schools on the Park', in our local community and in zone and regional roles. They have participated in learning communities and led learning for others, with the school being part of an innovation tour. Their ongoing passion in education and commitment to improvement; care, concern and nurturing manner; perseverance; enthusiasm and not to forget their sense of humour, are not only admirable and highly valued, but are what makes Engadine Public School the wonderful place it is to work and be part of. Together we have implemented a number of changes through departmental reform and through changes in our focus on learning to become goal oriented, always focused on being better versions of ourselves – students and staff alike. This team of staff is commendable and I thank them for all their efforts and achievements – there have been many!

I thank the **students** of our school, who have both embraced change, and taken an active role in sharing the task of nurturing, showing their care for the well-being of others and their environment in accord with the "Show I Care" values of the school. I especially thank our leadership team, so ably led by Allirah and Billy. Leadership is shared throughout our school – in SRC, Sporting House—Leaders, Prefects and those in the Captaincy. These students have shown that leadership is an important quality to have, to model and to use in supporting others around us. In particular, I would like to congratulate our Year 6 students of 2016, who led a kindness project and built their capacity to become more compassionate, caring and responsible youth, ready for their transition to various High Schools. I feel it is important to mention that leadership also occurs through the school's fabulous 'Buddy Program' and 'Peer Support' programs, and daily opportunities in classroom situations, and at assemblies. We see our students step up to the challenge of leadership roles with some nervousness at times and much enthusiasm.

And last, but not least, the school **community**. The school has enjoyed the privilege of a strong and supportive P & C, and a number of very helpful parents supporting students in classrooms, the canteen and uniform shop, banking, book club, book covering, wrapping nights, fundraising activities and working-bees. The school would not have all the resources it has without the endeavours of these most valuable community members. This year their support has included the installation of air-conditioning in some of our rooms, the purchase of resources, support for the library resourcing and a consistent presence of families in our school. Their success in gaining the management of the Engadine Community Markets has strengthened their capacity to build relationships across the 'Community of Schools

on the Park' and support Engadine Public School in particular. The partnership we share as a school community empowers the school's growing successes, and supports our collective vision of continuous improvement and school excellence.

For families and staff who are moving on in 2017, we thank you for your part in the school's journey, and hope you carry forward fond memories of your time spent at this school. You are wished every success.

Mrs Hendrika Green

Principal

Message from the school community

This has definitely been a busy year for the P&C, and as President, I am very proud of what we have been able to achieve to support the school through all our fundraising events. For example, the discos, 'silversavers' coin collection and the skip-a-thon. and the Engadine Community Markets that we run every month. Additionally the canteen, uniform shop, banking and book club have also provided lots of support for the school, along with non-fundraising ventures such as the working bees.

Our P&C work extremely hard to help ensure our children's school has much needed equipment and resources to make the school the wonderful learning environment it is. For example this year:- classroom resources, air conditioning and the basketball/netball hoops. I am extremely thankful for my committee and all the volunteers who have helped us at our numerous activities throughout the year. I appreciate you all very much.

I would like to formally thank and say goodbye to Mrs Green, Mrs Gander and Mrs Reynolds and their families who are leaving our school after many years of service. These families have been involved in many areas of the P & C including working in areas of uniforms, canteen and lots of fundraising activities and will be missed terribly.

I would also like to thank our Principal, Mrs Green and all the teachers for their ongoing support for our activities this year. Unfortunately some of our wonderful staff are not returning in 2017, and the P & C would like to that those staff for all their efforts and wish them all the very best for the future.

We look forward to another great year, next year in the P & C. We have been working on our calendar of events and next year is our Bi-Annual fete in August – so it should be exciting.

The P & C thanks everyone who has so graciously supported us in any way, and look forward to working with you, and new families too, in 2017.

Kelly Bilek

P & C President

Message from the students

2016 has been such a great year! And we're certain that Year Six will agree that this has been one of the best years of our school lives! This school has come so far since we first started out in Kindergarten. So many students have come and gone, lifelong friendships have been forged. Many new teachers have come and just as many have retired. As each year has passed, we can all agree that our school has continued to support and shape our learning, growth and wellbeing.

At the start of the year, the 2016 leadership team participated in the National Young Leader's Day. At this event we learnt many important leadership qualities and that even the smallest thing can make a difference. At the start of Term Two we had our ANZAC Day ceremony. We were fortunate enough to participate in the Anzac Dawn Service in Engadine Town Square and the Remembrance Day assembly. We loved leading the school assemblies and events such as Education Open Day and Grandparent's Day.

(Allirah) I am honoured to be the first Aboriginal school captain at Engadine Public School. I am pleased to say that throughout our time at this school we have been fortunate enough to embrace the Australian Aboriginal culture and heritage and share this authentically within our school and wider community. Thank you to Mrs Green and Mrs Franklin for being passionate advocates for Aboriginal education.

Year Six have held numerous fundraising events throughout the year which will go towards paying for the Year Six Farewell, our big day out at bowling, and a gift to the school which is a friendship (or buddy) seat.

There are so many people we would love to thank, including teachers, parents, students, Mrs. Green, and of course our beautiful school, Engadine Public School. We would like to start with our peers, we have had a long journey together, in which we have had our ups and downs, but have always supported one another along the way. Thank you for all your support, we couldn't have wished for a better group of friends to have grown towards our high school years with!

Thank you to our amazing parents. Where do we start? You have guided us through some of the most challenging, yet incredible years of our lives. Thank you for always being there during our 7 year journey at school, and through every other important part of our lives.

We would like to thank our wonderful teachers. You have not only shared your knowledge with us but you have educated us on how to be the people we are today. You have helped us become better leaders and are amazing role models. We will always remember your kindness and guidance. We would also like to thank Mrs Green who leads our wonderful school. You have supported us through our primary school journey and you have taught us to be caring, respectful people.

We have so many mixed emotions about moving onto high school. We are both nervous and excited and we are definitely going to miss this school. We hope the friendships we have made will endure throughout the years; Engadine Public School will always hold a special place in our hearts.

Allirah and Billy

School Captains

School background

School vision statement

“Engadine Public School promotes an inclusive environment that fosters confident, innovative, successful learners with high moral values. Excellent academic, creative physical and social programs empower each student to become an active, resilient and informed citizen in our rapidly changing world.”

School context

Engadine Public School was established in 1932 and is situated in the centre of Engadine. township.

Commencing 2016, the school has 329 students, 12 mainstream classes and 4 support classes (IM, IO and 2 Autism). Non-English Speaking Background students represent 16.12 % of the school population. The demographic trend over the last four years has seen school numbers increasing with Kindergarten enrolments for 3 classes for the past 3 years. Demographic projections predict an enrolment of 375 students by 2017.

The teaching staff is very experienced and a significant number of these teachers will retire within the next 5 or so years. A growing school, the staff is increasing as each new class is formed, meaning 4 additional teachers since 2013.

The use of retained funds and significant donations by the P & C, have helped to improve the overall physical appearance of the school and teaching resources available. Engadine Public School enjoys strong parent support and an active P&C. The school is a community school, and many family generations have attended. It is ideally placed in the centre of community interest, and has a developing community partnership.

The school is committed to ongoing improvement to support the needs and aspirations of students, parents, community and staff in line with our new shared vision statement. The enhancement of engaging classrooms, underpinned by quality teaching principles, innovative practice and increasingly engaging technology, is a high priority in supporting our students' learning in the 21st century.

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.

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

In the domain of **Learning**, the school has engaged with the work of John Hattie and Dylan Williams as their focus for impacting both teacher and student learning. Staff initiated 'Visible Learning' strategies and provision of timely formative feedback. This evidence informed practice changed the manner in which students engaged with activities and assisted students to take increased ownership for their learning. Being highly personalised, attention to individual learning needs was an additional point of differentiation.

Use of assessment for, of and as learning, has supported strategies for early detection of students with learning needs. Referrals to the school's active Learning Support Team (LST) for students with additional learning needs, and those who have particular gifts and talents, have resulted in development of targeted learning plans and have impacted the teaching and learning cycle.

Additionally, the school updated its new system of assessment and reporting, to report at Year Levels, identifying how well students were achieving against key indicators or outcomes of Key Learning Areas relative to their grade cohort, and Board of Studies standards. The learning goal focus of the reports was aimed at providing families with targeted skills their children require to further develop in the Key Learning Areas.

A focus on the wellbeing of students included professional learning in the areas of “Mindfulness” and “Dealing with Trauma Impacted Students” and has led to mindfulness activities and brain breaks being used regularly to support student need. Staff and student understanding of ‘peaceful classroom’ strategies have further added to the calm and

welcoming nature of the school.

Positive, respectful relationships are evident among both students and staff, as indicated in the "Tell Them From Me" survey information. The school actively endeavours to enhance the learning culture of the school, and commitment is evident within the community to strengthen and deliver on learning priorities. The school determined it is 'Sustaining and Growing' in this domain, and is aiming to continue progressing towards 'Excellence'.

In the **Teaching** domain, the Performance and Development Framework (PDF) continued to empower staff to focus on their professional learning needs, in order to maintain a high standard of professionalism in the school, as evidenced by both quality teaching in the classroom environment and numbers of staff attaining accreditation. Classroom observations were conducted and teachers were provided with feedback of their walk-throughs.

Staff participated in regular professional learning opportunities, updating knowledge of the Geography Syllabus and its implications for learning, collaboratively developed units of work and assessment tasks. Additional sessions on Staff Development Days (SDD) together with courses selected specifically for individual teachers provided a range of professional learning experiences.

A Science mentor supported staff in developing high quality lessons targeting skills in working scientifically and technologically. Staff greatly valued the opportunity to learn from the expertise of a highly skilled peer, and students enjoyed the interactive nature of their scientific lessons.

An increasing focus on innovation, saw the inclusion of more flexible learning spaces, and strategies to increase student engagement in learning. Staff have increased their capacity in the effective use of data and actively engage in impacting learning and development as a result.

The collaborative nature of the staff is a key feature of the school community and commented upon not only by relieving staff, but also all visitors to the school. The school determined it is 'Sustaining and Growing' in this domain, and is aiming to continue progressing towards 'Excellence'.

In the **Leading** domain, staff collaboratively determined where the school was performing in each of the elements of the School Excellence Framework and highlighted initiatives which may be implemented to help further improve our school in 2017. Evidence gathered helped substantiate the impact of the Visible Learning, Science Mentoring, Peaceful Classroom practices and to reflect upon their value. The revised School Plan was presented via a forum meeting and through the school website, providing parents opportunities to be aware of the future directions of the school. Information tabled during P&C meetings throughout the year, kept parents informed of initiatives employed.

The school community participated in the 'Tell Them From Me' survey, and forum discussions involving staff, students and the parent body gave valuable feedback about the school. Results were discussed and ideas shared for implementation in 2017, as a response to the feedback received.

The leadership of school teams and management enabled the school's official recognition as both a "White Ribbon" and a "Kids Matter" school, and increased the capacity of collaboration through involvement in an Innovation Tour. The continuing partnerships with the 'Community of Schools on The Park', and the professional engagement in the 'Two Rivers Learning Community' have further enhanced leadership opportunities of staff, where teachers leading other teachers has had a significant impact on change.

Increasingly, planning for improvements and implementation of change is a community focused purpose, and leadership provides increasing voice from all areas of the community. School resources are effectively employed to enhance the teaching and learning, to support the needs of the students and to enhance the learning environment.

Management practices have undergone change through the implementation of the Learning and Business Reform platforms, and increasing understanding is developing. Assessment at 'Sustaining and Growing' was the school's determination of this domain, and the pursuit of excellence is ongoing.

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

Students will be successful learners, socially adept, active, informed global citizens.

Purpose

Provision of differentiated, personalised learning to empower active student engagement in significant learning activities to maximise student growth. To empower student establishment of personal goals and learning targets for improvement, and application of criteria of success across a range of academic, social, emotional, physical and technological areas, building consideration for self and others.

Overall summary of progress

Students interact with visible learning and formative feedback to improve in targeted areas of learning. Values, social skills programs and well-being projects support growth in social development, and current appropriate differentiated curriculum supports learning about self, others and communities both within Australia and globally.

Assessment and Reporting systems were amended to reflect Semester updates, and apply to Year cohorts.

Welfare and wellbeing is closely monitored and playground behaviours are generally positive, with students supportive of one another. There is an increase in incidents when students are "caught" being good and recognised with positive records.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| STARS Data Wall and PLAN data show 80 % growth NAPLAN increased % of students in the top 2 bands, student growth at or above state mean. Personal Learning Plans (PLP's) established for all Indigenous Students | Increasing understanding of data walls and recognition of the factors holding back their progression to the next step. Student growth is more closely related to personal goals NAPLAN results reveal Year 5 statistics show significant numbers of students above state level in top two bands. PLP's in place for all students. | Learning and Support – SLSO \$10,000 |
| New Reports will be at Year level and adjusted for new Syllabus documents. (Reviewed each Semester and Annually for two year cycle of learning) | Student reports show individualised goals, and reports out in a timely manner, prior to end of term. Reports increasingly show less teacher jargon, and more appropriate language for families. Staff who have asked for interviews with parents have had engagement with families. | Computer Coordinator \$1000 |
| Individual Education Plans (IEPs) established for all Support Unit students, and mainstream students who require significant differentiation | Minutes of Learning and Support Team meetings show many students being covered. Student goals relevant to student needs and learning. Review Meetings for Support Unit Classes conducted (Autism – IO) Referrals addressed in meetings. Modifications and risk management in place Transition information for 2017 updated to Sentral and shared with relevant staff. IEPS in place. | Learning and Support \$500 |
| Sentral records to show reduction in number of students with negative incidences and increase in positive records of incidences | The numbers of students involved in negative incidents have reduced and an significant rise in positive records, reveals an improved positive focus on behaviour. Assemblies show increasing numbers of students with "green hands " recognising positive experiences. | \$1500 Awards |
| Increased number of students to | Tell Them From Me data shows school has 63% of | Many extra-curricular |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| be actively engaged in extra-curricular activities available through school. | students participating in extracurricular activities, which is well above the Government norm of 55% | activities are "User funded" through community funds. |
| 95% of students reaching Personalised Learning Plan goals. Staff and students will make use of formative feedback and data walls to show student progress in the focus area of writing. | Aboriginal students are achieving Personalised Learning Goals. Their rate of achievement is appropriate to their grade levels and 3 students have been involved in a research project for gifted students. 100% of students in the mainstream are engaged in using writing goals and formative feedback for improvement. | |

Next Steps

Learning and Support Project

- Staff professional development to include engagement with Student Wellbeing platform and SBS4 as part of Local Management Business Reform (LMBR)
- Ongoing improvement in transition programs for all students, increased information transfer between teachers and documentation to support student progression.
- Increased opportunities for parental involvement in student support, forums and learning opportunities to support both school and own children's development.
- Through partnership with COSOTP (Community of Schools on the Park) and wider networks, embed high quality practice for Indigenous students and extend links with the AECG (Aboriginal Education Consultative Group) and other Indigenous bodies. Ensure opportunities are extended to Aboriginal students as they arise.
- Tracking of Student Achievement digitally through PLAN, and on class data walls.
- Quality Teaching, Successful Students (QTSS) funds to be used support mentoring in Quality Teaching and Learning, and changing pedagogy.

Assessment and Reporting Project

- Ongoing amendments to reflect changing syllabus requirements. Goals to be written in parent friendly language.
- To engage Team Leaders in professional development in Formative Feedback through 'Three Rivers Project', embed reflective practices and use of formative feedback to enhance the teaching and learning cycle. Staff to engage with visible learning strategies and timely formative feedback to enhance learning opportunities for all students. Growth to be reflected in PLAN and on data walls.
- Students to take an active ownership for their own learning, develop goals and actively seek to achieve progress.

Welfare Project

- To engage a further School Chaplain to assist with support for students, and families with welfare issues and concerns.
- To engage in further Trauma workshops to enhance staff knowledge and understanding of management of trauma impacted students.
- To engage in wellbeing practices for both students and staff.
- To continue to engage with and promote the use of outside agencies for family assistance and intervention, as needed.
- To continually promote school values and effectively acknowledge and celebrate student achievement of values.
- To engage with specific PE skills development of K-2 students to enhance eye-hand co-ordination, spatial awareness and fundamental movement.



Strategic Direction 2

Staff will be high performing, collaborative and dynamic contributors of evidence based, quality educational services.

Purpose

Students will have access to quality teaching, learning and leadership through:–

- **Provision of quality educational services with pedagogy matching the requirements of 21st Century learners.**
- **Building the individual and collective capabilities of staff, through continual professional growth, to contribute to effective accreditation and acknowledgement of achievement of Australian Professional Teacher and Principal Standards.**

Overall summary of progress

100 % of teaching staff have engaged with the Performance and Development Framework to develop Personalised Professional Learning Plans.

Beginning Teachers have been supported in a mentoring program. Accreditation has been a focus of opportunity for staff, to engage with professional learning and with mentoring support for completion of required documentation.

Regular and pertinent professional development has been undertaken throughout the school year. Targeted Professional development has been whole school, in teams and for individuals.

Innovation in classroom design has been implemented within Stage 3, and has been planned for Stage 2, however has been stalled due to class size and location.

Mentoring in pedagogy for effective science lessons has been a successful project of learning for staff and students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---------------------------------------|
| Collaborative practice evident among staff and students. | Highly collaborative staff evident in practice. Increased opportunities for student collaborative activities evident in classroom practice. | |
| Staff seek to engage in professional development to attain professional and personal goals and improve student attainment of success. | All staff, with the exception of 2, current in CPR and Anaphylaxis. Staff engage in professional learning opportunities. Active involvement with the 2 Rivers Project has resulted in targeted visible learning in classrooms, and increased student opportunities for progression. | |
| Student engagement and learning shows improvement as a result of innovative practice. | Students are able to articulate goals for learning, and advise their next step in their learning in writing. | |
| Staff and students are effective users of technology and engage in learning and application towards rich tasks and products. | Students and staff have developed skills, however, there remain complexities in accessing technology at times, despite increased infrastructure and support. | |
| Well-equipped 21st Century classrooms featuring innovative practice – reflected in programming and observed in peer reviews. (Maintained and enhanced in Years 5 & 6, focus for Years 3 & 4) | Visible learning and formative feedback implemented across the school. Flexible learning spaces implemented in Stage 3, and attempted in Stage 2. Class size has been prohibitive, and further engagement should be evident in 2017. | |
| Student engagement and | Student engagement is at the government norm of | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|-------------------------------|
| learning shows improvement as a result of innovative practice. | 78%. Innovative practice was most effective in maintaining engagement with Year 6 pupils, who had been experiencing the platform for two years. Their levels of engagement were most significantly higher than other grades, and reflected an opposition in trend than that shown in government norms. This highlights the effectiveness of the platform and the need to further implement throughout the school, in 2017. | |
| Quality mentoring process to impact quality teaching in the area of Science and improved pedagogical practice. | Science mentoring project highly valued and successful. | \$ 28,800 |
| 100% of teaching staff engage in Performance and Development Framework. | 100% of staff engaged in the process. This is an annual process and remains ongoing. 2017 will see the inclusion of non-teaching staff. | |

Next Steps

Performance and Development Project

- Ongoing Performance and Development Framework development, monitoring and review in 2017. Implementation of performance review for non-teaching personnel of the school.
- Establishment of Quality Teaching Rounds to enhance quality teaching and learning.
- Develop deep knowledge and understanding of the Well-being Framework and its implication for staff and students.

Innovation and 21st Century Technology

- Staff to enhance innovative practice of visible learning and formative feedback in conjunction with leadership of staff engaged with the 3 Rivers project.
- Increased knowledge, understanding and application of higher order strategies to develop reflective practice, problem solving and critical thinking strategies.
- Increased use of technology in classrooms, and development of class movies.
- Increased establishment and utilisation of flexible learning spaces.
- Work towards the implementation of BYOD in Term 2, 2017

Strategic Direction 3

School will be an inclusive, informed, engaged community which promotes high moral values and supports diversity.

Purpose

- Increasing community support of the school, its staff and students through focus on equity, well-being and welfare.
- Building stronger relationships as an educational community and working together as a learning community supporting the needs of students.

Overall summary of progress

The communication project has seen increased communication through a variety of media. Involvement of networks of communication through the school class –coordinators, and various media, has meant that opportunities to find information relative to the school have improved overall.

The engagement project has been supported from many avenues within the school community – through teachers requests for support in learning activities, through P & C connections with the community and through networking opportunities provided by the classroom coordinators. This has seen a marked improvement in engagement in the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| • Website, Skoolbag and Facebook to be updated fortnightly. | Regular updates occur to the website, messages and reminders are advised through Skoolbag and Facebook is updated on a regular basis. | |
| • Staff will support Community functions within school, and in the community. | Staff have supported P & C events throughout the year, including the Welcome barbecue and disco, Trivia Nights, Working Bees, attendance at the Engadine Community Markets, and the final disco of the year. A sound partnership is evident between staff and the P & C. | |
| • Parental engagement in School activities will increase by 20%. | Parental engagement in school activities continues to grow. Requests for support in classrooms have met with increasing numbers of families engaging, and involvement in specialist programs, with additional support in literacy have parental support. All school functions involving students are well attended. | |
| • Community will support the school in school events. | All school functions involving students are well attended. Evening functions, forums and workshops are not attracting any significant attendance. | |
| • Diversity will be celebrated through calendar events such as Harmony Day, NAIDOC Week, Day of Disabilities, Multi Cultural Public Speaking, Grandparents Day, White Ribbon | Staff and students gain great enjoyment from celebrating diversity. The inclusive nature of the school ensures that students are supportive of one another in all environments. | \$500 |
| • School to implement a digital information panel in Office area and noticeboards for stages. | Noticeboards for stages are in place outside classrooms. The interactive digital panel is being programmed with a view to implementation in 2017. | \$200 |
| • School to upgrade school | School signage has been upgraded to include | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|-------------------------------|
| noticeboard sign with electronic signage with additional source of power (Top up to Solar Panels) | electrical supply. (Impact of new fencing on transmission of data has caused some concerns) | |
| <ul style="list-style-type: none"> • 20% Improvement in attendance at P & C meetings and increased numbers of parental support in classes/school tasks and working bees. | <p>P & C Meetings have improved in attendance from a regular quorum of 7 members in 2014 from 13 financial members to a regular quorum of 12 members from 21 financial members. This represents an 86% increase.</p> <p>A direct result of the increased numbers is increased support of P & C volunteers to support fundraising activities, sharing the load across the school.</p> | |
| <ul style="list-style-type: none"> • Collegial partnerships developed across schools in the COSoTP group. | COSOTP network meetings have been established in 2016, with a view to collegial sharing of best practice. These have been valued by team members, and include a Stage 3/Stage 4 collaboration with the high schools. | |

Next Steps

Communication Project

- School to continue to communicate regularly with school community to improve information flow.
- School to engage a publicity officer to empower further media cover of school events.

Community Engagement Project

- School to offer increased opportunities for parental engagement in forums and workshops to enhance support for school and for parent/child in the home environment.
- School to engage with LMBR training and further develop skills and knowledge to integrate the new Finance and Management Systems
- School to establish Finance Committee including parental representation.
- Build increasing networks with other schools for opportunities for professional dialogue and cross pollination of ideas across Stage Teams.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| Aboriginal background loading | Funds were used to support Aboriginal students undertaking particular opportunities in Aboriginal Education initiatives. Koori Kids days were held on 2 occasions during the year and supported the COSOTP group. Indigenous students of the school are achieving strong results and have a high rate of attendance. 4 students took part in the first year of a 3 year research project on high achieving Aboriginal Students. An Aboriginal incursion combined cultural heritage and sciences to teach students about the science of the boomerang. Students took part in the Koori Art competitions and their artwork is on display in the Network Office. Resources were purchased to provide additional opportunities to embed Aboriginal education. | \$3371.74 • Aboriginal background loading (\$3 371.74) |
| English language proficiency | Funding enabled employment of a temporary teacher to support the needs of students with non–English speaking backgrounds, and new arrivals. Intensive support saw significant improvements in skills in effective use of vocabulary, understanding of the complexities of the English language and effective use of language to communicate with others. The purchase of additional resources to support student needs were of benefit to the teaching and learning cycle. All students progressed in their learning. | \$17878.1 • English language proficiency (\$17 878.10) |
| Low level adjustment for disability | The focus of funding was the support the Learning and Support Teacher and for additional support in classes for students of need. Time was allocated on a needs basis, and targetted support supplied on a regular basis throughout the year, to improve student engagement with tasks, and enhance learning outcomes. | \$14464 • Low level adjustment for disability (\$14 464.00) |
| Quality Teaching, Successful Students (QTSS) | A teacher was employed to mentor staff in quality teaching practices in the area of science, and specifically working technologically and working scientifically. Mentoring was completed through demonstration lessons with all classes, and then with reciprocal lessons being reviewed by the mentor. Collaborative feedback sessions and report writing revealed improvements in teacher professional understanding of the application of working scientifically and technologically in classroom practice. High quality teaching practice is evident in the school. ICAS testing revealed 75% of students achieved a Credit or better. Teachers feel more confident in teaching science to create an impact in student learning. | 0.13 FTE Jan – June 0.276 FTE July – Dec • Quality Teaching, Successful Students (QTSS) (\$28 000.00) |
| Socio–economic background | Funds were used to provide additional Student Learning Support Officer support in classrooms to assist student engagement with classroom tasks. Financial support was provided for student services for those of specific need. Funds were used to assist in developing change in practices for students to | \$17162 • Socio–economic background (\$17 162.00) |

| | | |
|---|--|--|
| Socio-economic background | engage in personal learning goals, and relevant resources. | \$17162 • Socio-economic background (\$17 162.00) |
| Support for beginning teachers | Beginning Teacher funds were used to enable engagement in specific courses, as identified in Professional Learning Plans, and in alignment with school targets. Interschool visits empowered learning about specific pedagogy and allowed investigation into further programs of learning. Targetted mentoring enabled supportive development of skills and strategies for effective class management, assessment and report writing skills, demonstration lessons and collaborative teaching to further enhance skills. Beginning teachers present with well developed skills and are valued members of the whole school staff. | \$43963.89 • Beginning Teacher (\$43 963.89) |
| Targeted student support for refugees and new arrivals | This funding was used together with English Language Proficiency to support targeted intervention for New Arrivals to the school. These students knowledge of English improved through immersion and intensive support. Confidence of students improved markedly as they mastered an increased command of effective language for communication. | FTE 0.2 Staff Member • Targeted student support for refugees and new arrivals (\$20 000.00) |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 138 | 153 | 159 | 178 |
| Girls | 131 | 146 | 153 | 154 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 97.9 | 96.4 | 96.6 | 95.5 |
| 1 | 95.1 | 96.4 | 95.2 | 96.7 |
| 2 | 95.4 | 96.7 | 95.9 | 95.8 |
| 3 | 96.4 | 94.4 | 96.3 | 95.3 |
| 4 | 96.3 | 95.4 | 94.6 | 95.7 |
| 5 | 96.5 | 97.3 | 94.4 | 94.2 |
| 6 | 96 | 95.8 | 95.1 | 95.6 |
| All Years | 96.2 | 96.1 | 95.6 | 95.7 |
| 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

Engadine Public School consistently achieves a high level of school attendance, at levels above the State average for the department. Attendance is monitored at every level, from classroom, stage and within school and in collaboration with the Home School Liaison Officer (HSLO). In the instance of a concern for attendance, the school makes relevant contact with the Home School Liaison Officer for further action to be taken, as deemed appropriate.

Class sizes

| Class | Total |
|----------|-------|
| K BLUE | 20 |
| K RED | 19 |
| K PURPLE | 19 |
| 1 GREEN | 22 |
| 1-2RD | 23 |
| 1 YELLOW | 22 |
| 2G | 24 |
| 2-3CW | 28 |
| 3-4C | 30 |
| 3-4B | 30 |
| 5-6D | 28 |
| 5-6CW | 29 |

Structure of classes

Engadine Public School had a total of 13 mainstream classes and 4 Support Unit classes. Class sizes align to departmental requirements. Due to Year and Stage numbers, classes are often multi-age or composite at Engadine Public School. Multi-age classes are well managed by the quality teaching and learning programs in evidence at the school. Staff cater for the needs of students with a variety of teaching and learning activities, which are appropriately differentiated to support the needs of students at all levels. Teacher and student focus on individual learning goals, and regular formative feedback supports progress in all areas of development.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 6 |
| Classroom Teacher(s) | 13.38 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.8 |
| School Counsellor | 0 |
| School Administration & Support Staff | 6.82 |
| Other Positions | 0 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Engadine Public school has one Aboriginal Teacher, who ably leads and supports Aboriginal programs and students of the school. In her first year of her career, she has been called upon to mentor pre-service teaching personnel and support their professional development.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 78 |
| Postgraduate degree | 22 |

Professional learning and teacher accreditation

Professional learning is a regular occurrence in the practice of the school. Sharing with colleagues from the 'Community of Schools on the Park', strategies of best practice have been shared. Involvement with the Southern Sydney Governance Group, enabled staff to gain greater depth and understanding of the new Geography syllabus to be implemented in 2017. The 2 Rivers Project Team led the introduction of Visible Learning and Formative Feedback, and engaged with 'Project Epic' to share learning across the network.

Partnership with Engadine High School has enabled collaborative data assessment, shared practice and collegial collaboration on preparation of units of work, targeting ease of transition from Primary to High School.

Engadine Public School had three beginning teachers, and through Great Teachers, Inspired Learners funding, a mentoring program was established for career development, together with opportunities to observe lessons in other school environments.

A temporary teacher and newly appointed beginning teacher progressed to achieve their accreditation as teachers and maintenance of accreditation was achieved by another. Further accreditation procedures were followed to ensure appropriate involvement in steps for gaining accreditation and maintenance of accreditation for those staff continuing in service with the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months

(from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 119 508.98 |
| Global funds | 214 681.12 |
| Tied funds | 267 045.90 |
| School & community sources | 175 236.18 |
| Interest | 3 967.89 |
| Trust receipts | 11 213.56 |
| Canteen | 0.00 |
| Total income | 791 653.63 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 33 184.42 |
| Excursions | 32 274.65 |
| Extracurricular dissections | 79 355.28 |
| Library | 2 161.27 |
| Training & development | 14 712.93 |
| Tied funds | 194 966.01 |
| Short term relief | 48 632.77 |
| Administration & office | 57 657.42 |
| School-operated canteen | 0.00 |
| Utilities | 39 227.63 |
| Maintenance | 14 300.38 |
| Trust accounts | 10 345.68 |
| Capital programs | 24 523.59 |
| Total expenditure | 551 342.03 |
| Balance carried forward | 240 311.60 |

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 269 453.90 |
| (2a) Appropriation | 241 211.60 |
| (2b) Sale of Goods and Services | 176.00 |
| (2c) Grants and Contributions | 27 926.17 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 140.13 |
| Expenses | -178 432.33 |
| Recurrent Expenses | -178 432.33 |
| (3a) Employee Related | -103 027.65 |
| (3b) Operating Expenses | -75 404.68 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 91 021.57 |
| Balance Carried Forward | 91 021.57 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2 108 184.46 |
| Base Per Capita | 18 673.52 |
| Base Location | 0.00 |
| Other Base | 2 089 510.94 |
| Equity Total | 113 488.70 |
| Equity Aboriginal | 3 371.74 |
| Equity Socio economic | 16 562.32 |
| Equity Language | 17 878.11 |
| Equity Disability | 75 676.53 |
| Targeted Total | 744 749.70 |
| Other Total | 276 854.97 |
| Grand Total | 3 243 277.84 |

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

Student progress is regularly assessed through a variety of strategies and both monitored and plotted against the Literacy and Numeracy Continuum and the NSW Australian Curriculum syllabus documents outcomes. Staff adapt groupings and tasks to target specific needs of students. The introduction of individualised learning goals and visible learning have supported student ownership of learning and had a significant impact on progression of skills.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The Premier's Priorities: Improving education results for students in the top two NAPLAN bands.

Engadine Public School has strategies in place to build student skills and progression in NAPLAN. Their Year 5 students are performing better than the departmental % in the following areas:–

- Reading – higher by 9%
- Spelling – higher by 13 %
- Grammar and Punctuation – higher by 13 %

The school looks forward to continuing development of its student population over time.

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

There were no Aboriginal students who took part in the NAPLAN assessments of 2016 from Engadine Public School .

Parent/caregiver, student, teacher satisfaction

Students, teachers and the parent and carer community were invited to complete the "Tell Them From Me" survey during 2016, and additionally to take part in forums to inform the school of additional areas of satisfaction and identified areas of need.

The Tell Them from Me survey was completed by 95% of the students from Years 3 to 6 in the latter part of the year. The survey showed that Engadine Public School students continue to have a higher rate of participation in school sports (87%) and extra curricular activities (63%) than the NSW Government norms of 83% and 55% respectively. Students of the school have a positive sense of belonging and 92% recognised they had friends at school upon whom they could trust and who would encourage them to make positive choices.

Students of the school are generally well behaved, with 87 % of students recognising their behaviour was neither inappropriate nor disruptive in order to cause them to get into trouble. This surpassed the NSW Government norm of 83%. Engadine Public School students matched government norms for feeling they had someone at school who consistently provided them with encouragement and could be turned to for advice. Students of the school are generally interested and motivated, matching the norm, and 92 % of students try hard to succeed at school, compared to the norm of 88%. 97% of students believe that education will benefit them personally and economically and will have a strong bearing on their future. Further, students rated their teacher's expectations for academic success at 8.9 out of 10. Children of the school hold high aspirations, as of those who completed the survey, 83 % expect to go to university, and only 8 % believed they would not progress to tertiary education.

Homework was not strongly supported in the community, with only 47 % of students having a positive attitude to the completion of homework in a timely manner. Students held in high regard, both the quality of instruction and their efforts to undertake tasks, however overall their motivation and interest in success was below the norm, albeit only slightly. Of

note were the differences in the Year cohorts, with Year 6 being the most highly engaged, very significantly above the norm, followed by the Year 4 cohort who were also significantly above the norm., whereas the Year 5 cohort were quite the opposite.

Interestingly, engagement levels of students from differing areas of socio-economic levels showed both low and high socio-economic groups with higher levels of engagement than those in the middle group. Overall factors associated with student engagement at Engadine Public School were not significantly different to those across New South Wales. When considering reasons for disengagement, highlighted areas include levels of literacy skills, social skills and levels of anxiety. These are key factors for continued focus in the 2017 plan in both the learning and wellbeing areas of school development.

Approximately 16% of parents of the school completed the parent survey. These generally felt welcomed in the school environment, and saw the strengths of the school as a safe school which supports positive behaviours. An area which was identified as requiring further development was that of communication. The school provides regular information for its community by website, newsletter, letters, emails, digital media (Skoolbag and Facebook) the P &C, classroom coordinators, and noticeboards.

Approximately 65 % of teaching staff completed the survey and felt the strongest factors driving learning for students of the school were its inclusiveness and effective use of teaching strategies. They equally valued the learning culture and opportunities for collaborative practice, together with the input of parent involvement, data informed practices and leadership. They placed least value on the use of technology. This will inform future professional learning in 2017.

Policy requirements

Aboriginal education

Aboriginal Education

In 2016, Engadine Public School supported its Indigenous students in a number of specific ways. As well as each student having their own personal learning plan, with specific individualised learning goals, students were provided with a multitude of other rich cultural and learning experiences throughout the year.

These included 'Koori Kids in the Park' activities, which were held at Waterfall School and surrounding park areas and run by Taronga Zoo, and at the Royal National Park, for students from within the Community of Schools On The Park (COSoTP).

The whole school took part in NAIDOC day celebrations, which involved an Indigenous Science Show targeted individually at K–2 and 3–6. Students learnt about 'How the Boomerang Flies' and about cultural figures such as David Unaipon.

The Deadly Kids Award was received by a Year Six student, for her leadership, dedication to learning and

her high attendance rate. This student also took part in a gifted project "The Great Taronga Race" in which teams of student creatively designed a series of mathematical questions for student teams to resolve, as they progressed around the Zoo.

Indigenous students from K–6 were mentored in writing, to enable them to compete for a second year, in the Patrick White Writing Competition and 75% of participants wrote works which achieved recognition and prizes. Students were also given the chance to participate in the Indigenous Reading Program, (with one of our students gaining an Ipad mini for her achievement), and opportunities to take part in Indigenous Dance and Art projects were provided by teachers.

Books and materials rich in Aboriginal content continue to be sourced and added to the library collection to assist in embedding Indigenous content in the curriculum, and for student and staff borrowing.

Multicultural and anti-racism education

Students of Engadine Public School are involved in learning opportunities across the platform of Multicultural Education through an integrated approach to the syllabus; through participation in Multi-Cultural Public Speaking competitions, in Harmony Day celebrations and Anti-bullying programs and targeted learning activities. The school promotes a values system of respect and dignity for all, and maintains an inclusive school and classroom practice. Interpreters are used when needed to enhance communication and engage parents as partners in their children's education. The Anti-Racism Contact Officer and Learning Support Teacher play an integral part in supporting and educating staff and students.

Other school programs

Band

The school band played in the Big Band Day at St John Bosco Primary and learned new songs and had the opportunity to participate in a larger massed band. They also took the opportunity to perform at the Engadine Street Festival, school events such as Open Day, Grandparent's Day and Presentation Day and enjoyed performing before the elderly at the Plaza.

Chess Club

Chess lessons, run by Sydney Chess Academy at the school has students participating before school on Wednesday mornings. Many of the students also competed in chess tournaments. All students were outstanding representatives of Engadine Public School

at every tournament. The chess program will continue in 2017.

Choir

Students from Years 2–6 participated in Choir and performed at the Engadine Caring Community, Community events and at school for special performances at Education Week Open Day, Grandparents Day and the school Presentation Day.

The school values the efforts of the school choir, and their harmonious choral sounds when they sing to the delight of others.

Code Club

Engadine Public School continued with their Coding Club supporting students with interests in this area. To help teach this new form of literacy our school became a member of Code Club Australia. Code Club Students enthusiastically and rapidly increased their skill levels building, creating and modifying their personal projects and providing innovative responses to programming assignments. Students went on to compete in a Coding competition and achieve 2nd place in both Year 5 and Year 6 levels. Students in Code Club were highly motivated and enjoyed participating in this valuable program.

Dance

Students took part in ensembles including a Senior Girls, Junior Girls and Boys Dance Ensemble. These ensembles performed at events throughout the year including the Sutherland Shire Schools Music Festival, Engadine Community Centre, Education Week performances, Grandparents' Day activities and the MacAllister Fete. Students learned about stage presence and basic choreographic skills in the creative process, and worked together as a team to create two performances for each ensemble. Our seniors performed at the regional festival and were proudly supported by families and staff.

In the latter part of the year the boys joined the ensembles to create Junior and Senior groups. A Wakkakirri Story Dance item was also developed around the theme of the star. Students performed a captivating story line about the newspaper The Star with dancers from K–6. Dancing was spectacular, enhancing our school spirit, teamwork as well as giving the children a creative outlet in choreography, costume and set design. A visiting Principal from Canada who was hosted at our school, was most impressed with the calibre of the performance, and the opportunities provided for students of First Nations to build on cultural means of sharing a story.

Debating

Students worked hard to begin gaining an understanding of how to develop their arguments, be persuasive, and most importantly to rebut the other team's arguments in their first inclusion in this valuable area of public address. The team had three debates. Topics were received one hour prior to each debate, and students prepared with no teacher intervention.

Throughout the competition, skills improved in all areas and students were proud of their valiant efforts. The school looks forward to their first win, and students have gained an understanding of debating that will make them competitive challengers in future debates.

Drama

The Drama Ensemble, comprised of 17 students in Years 4–6, experienced tremendous success this year with their play 'Paradise', which was accepted into the Ultimo Regional Drama Festival. It was an absolute thrill and privilege to perform on stage at the National Institute of Dramatic Art (NIDA) at New South Wales University during this festival, with NIDA widely recognised as the most prestigious acting institution in Australia. Students were conscious they needed to perfect all aspects of their performance and worked very hard during the day, with constant rehearsals, in order to do their very best on the NIDA stage. Based on this performance these students were among a select few, from schools all over NSW, invited to perform at the State Festival at the Seymour Theatre Centre, Sydney University. At both NIDA and the Seymour Centre students also received acting tutoring from NIDA teachers to help with their skill development.

At school level, Drama Club students, in Years K–6, enthusiastically rehearsed for many months to prepare for their performances in *The Magic Purse*, *The Hottest Boy Who Ever Lived* and *Robin Hood*. During rehearsals students learnt things such as body movement on stage, defining characters, working as part of a team, and how to speak in a very loud and clear stage voice.

Our school recognises the efforts of all students in Drama Club, and congratulates them on their very entertaining performances which were conducted with such a high degree of professionalism. Most importantly, the students enjoyed learning about acting and performing. A huge gratitude is felt for the talents of Mrs Grinham, who worked so hard to produce works of such high calibre with these students.

Film By The Sea

In 2016, a group of students from Stages 2 and 3 worked together to write, plan, act, film, sound record and edit 2 short films. The projects were mentored by Mrs Franke and a parent, Mr Ledlin. Both films, "A Different Hat" a short film about diversity, and "Hat Trick" were successfully admitted into the "Film by The Sea" festival and were shown on the big screen at Sutherland Entertainment Centre, to a full house. All the students, families and staff involved were very excited to walk the red carpet and plan to be involved in more film-making opportunities for the future. As a result of their work, the students were successful in gaining awards to allow two additional staff from the school to be trained in film-making. This training will occur in 2017.

Mini and Multilit

The Macquarie University developed 'Multilit and Minilit' programs have been implemented with children in Early Stage One and Stage One who were identified by class teachers and support teachers as needing additional literacy support. There have been significant gains made by 73% of Early Stage One children and 90% of Stage One children. Students who took part in the Reinforced Reading component with trained parent tutors gained an average of 7 months in reading age over the 15 week intervention.

Newspaper Club

Newspaper Club at Engadine Public School ran for the second successful year. At the beginning of the year, students learnt about the print industry and the roles within it, which they are then assigned to; including general reporter, sports reporter, news editor and photographic editor. Students also learnt how to design a page and input text straight into the production. Later, students from Stage Two and Three met together weekly in the library to produce a termly, four page newsletter. The students met to brainstorm story ideas, construct their stories with guidance, edit writing, source photographs and write headlines. They learnt about what makes an interesting story, how to structure a newspaper article, how to create a headline and how to choose the best images.

Project Epic

Staff at Engadine Public School joined a community of schools in 2016 for a project named 'Project Epic'. This community of practice involved researching and presenting to other schools about student engagement seen through a 21st Century Lens.

Staff put together an iMovie of the classroom 'writing data walls'. This was presented to other schools to share best practice, showing the process from the initial data analysis, to the movement of students along the Literacy (PLAN) continuum.

PSSA Sports

Students participated in PSSA sports in both the Summer and Winter competitions throughout 2016. They enjoyed the company of peers, the challenges of competing with other students and the sportsmanship of being members of teams representing their school. Netball, Soccer, Cricket, Softball and T-ball were the sports selected by staff and students, and all were well supported and attended. Congratulations must go to both the Junior and Senior Netballers who won their respective competitions.

Public Speaking

Engadine Public School celebrated another successful year of public speaking. All children K–6 were involved in lessons and activities designed to develop their public speaking skills. Students took part in the Multicultural Public Speaking Competition and spoke with confidence, engaging the audience with their prepared speeches. The school staff were also very proud of students from each stage who represented the school at the Zone Public Speaking Finals. A very

special mention to a Kindergarten student who went onto achieve 2nd place at the Network Final. Moving forward in 2017 the school plans a greater emphasis on improving students' application and achievement in impromptu speeches.

School Musical – Year 6

"The Adventures of SuperSam" was the musical performance presented by Year 6 students of the school in 2016. A matinee performance was enjoyed by both pre-schoolers and school students and the community thoroughly enjoyed the evening performance. A remarkable display of talent was delivered from the Year 6 students of the school and a real credit to the teachers and dramatic instructors T MacAlpine and J Mitchell, who directed and supported the production.

School Swimming Scheme

In Term 3, students participated in the DEC School Swimming Scheme. As a part of this program, children had the opportunity to participate in a 'Learn to Swim' program under the guidance of highly trained instructors. All students were engaged in activities designed to teach students basic skills of water safety and survival. The School Swimming Scheme was very popular and highly enjoyable for all involved.

Two Rivers Community

Engadine Public School has this year been part of the Two Rivers Community. This collaboration of schools across the Port Hacking and Woronora networks saw school leaders impacting and improving student learning and developing leadership capacity through various targeted projects. These projects were developed through inquiring, researching, presenting and learning from each other.

Engadine Public School chose to collaboratively lead a Strategic Management Focus on writing. Following analysis of data from stage assessments and NAPLAN, writing was identified as a strategic target. Staff worked together to develop strategies to improve writing across the whole school. Following a collaborative presentation to staff about the importance of formative assessment and feedback, all classroom teachers implemented a 'Data Wall' representing each student in writing.

Students were anonymously placed on a PLAN Literacy Continuum cluster, and each child was able to understand and verbalise their own individual learning goals, knowing what was required of them to move on to the 'next step'. This resulted in students effectively guiding their own self learning. Numeracy data walls will be implemented in all classrooms moving into 2017.

Welfare and Wellbeing

This year, based on the school's submission to the Primary Principals Association outlining the school's commitment and activities to support students and their families Mental Health and Wellbeing, we were acknowledged as a Kids Matter School. Professional

development, school wide programs and celebrations in support of White Ribbon saw Engadine Public School also acknowledged as a White Ribbon School this year.

The addition of a school chaplain, was been a welcome addition to the welfare team, supporting both students and their families. All students engaged with the fundamental movement program making significant gains and increasing in confidence. Staff undertook professional development in Peaceful Kids/Peaceful classrooms and regularly implement mindfulness practice into their classrooms. Staff have also received training in supporting students with complex trauma to enhance our schools welfare and wellbeing management.