

Edgeworth Public School

Annual Report



2016



3564

Introduction

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

Lisa Monaghan

Principal

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Message from the Principal

Edgeworth Public School celebrated its 125th Anniversary this year. Our school musical 'Edgie Night of Night, 125th Academy Awards' was a wonderful way to celebrate such a special milestone. This year was the second year of our three-year plan for school improvement focusing on three strategic directions of leadership, learning and links across our community. Our processes have included developing best practice, engaging all students, empowering leadership and connecting learning partnerships. Our vision is inclusive of every student and our commitment continues to underpin our belief and expectation that all students can achieve.

Under the NSW Government Local Schools Local Decisions reform agenda our school has received a significant amount of equity funding under the Resource Allocation Model (RAM). This has provided new opportunities for our students including teachers participating in a 'lesson study' to collaboratively plan, teach, observe, refine and review specific lessons in order to examine their practice and improve their impact on student learning and the implementation of Powerful Learning Accountable Teaching (PLAT), an explicit intervention to improve reading comprehension and spelling for targeted students Kindergarten to Year 6.

Lisa Monaghan was appointed Deputy Principal and commenced her new role at the beginning of Term 2. Our Principal Jennifer Parke was asked by the Director, Principal School Leadership to undertake the role of Principal School Leadership in a full-time capacity until the end of the school year. As appointed by our Director of Lake Macquarie West, Lisa Monaghan stepped up as full-time Relieving Principal and Kerry Parsons to the Deputy Principal role for the remainder of 2016.

Our school also appointed two new permanent staff members through the Merit Selection panel process, Miss Lauren Tongue and Mrs Alyssa McBlane. After 31 years our beloved librarian Elizabeth Mitchell retired and Lauren de Vries was appointed via transfer and commenced her new appointment at the beginning of Term 4.

The school underwent major changes within the office and administration with the roll out of LMBR. The LMBR project was implemented at the end of Term 2 with our SASS staff Wendy Thompson and Ruth Broughton-Rouse and Lisa Monaghan and Jennifer Parke involved in the new financial, administration and students' welfare training and development.

The Equity funding for Aboriginal background has allowed for the employment of an Aboriginal Education Worker to support Personalised Learning Plans (PLPs), cultural partnerships, educational outcomes and to work collaboratively with staff. Additionally it provided release for teachers to develop and monitor PLPs for our Aboriginal students in consultation with parents and provided funding to support cultural activities and programs.

Our school community was saddened with the passing of our beloved Ann Bogusz. Ann had been part of the Edgeworth family for well over 20 years and she was adored by staff, students and community.

The preschool has undergone a major refurbishment. New flooring, carpet, freshly painted walls and new furniture has brightened the learning environment for our preschool students.

This year our student numbers steadily increased and at the end of Term 2 the Department of Education gave approval for a 24th classroom teacher to be appointed to our school. New classes were formed and commenced in Term 3.

Great successes also were evident in many extra curricular programs. This year we celebrated sporting success in PSSA netball, soccer and athletics. We were crowned State Knockout Rugby Union Champions and the Jarrod Mullen Cup Champions for 2016. We also achieved success in public speaking and debating. Edgie Idol was a hit as usual.

In 2016 our Innovative, Inspirational and Learning Alliance (IILA) held its first combined assembly acknowledging students across all schools in the area of academic achievement. Our combined IILA Professional Learning Day was held in Term 3 at Glendale Technology High School and staff participated in the '8 ways' training and development in incorporating Aboriginal perspectives into fun and interesting teaching activities for students. Staff explored common grounds between mainstream and Aboriginal pedagogies.

As in previous years our school has received outstanding support from many organisations including our Parents and Citizens Association (P&C), School Council and Aboriginal Education Consultative Group (AECG). Our P&C work hard to bring the whole community together and they raise significant funds for the benefit of the students we serve. Additionally our School Council has supported school management, planning and curriculum, and their valued partnership strengthens policy making and strategic directions. Our AECG has supported our Aboriginal directions and has been instrumental in forging greater links with our Aboriginal community and addressing the Aboriginal Action Plan. This year financial support has been established with First National Real Estate Edgeworth and Bakers Delight who have generously offered their services and sponsorship.

Edgeworth Public School students are fortunate to be in the care of dedicated, caring and talented teachers and staff. Our expert teachers, the outstanding executive team, friendly and efficient office staff, helpful and caring School Counsellor and Chaplain, dedicated School Learning Support Officers, and our hardworking cleaners – all go above and beyond the call of duty to ensure our students are being supported to the highest standard.

School background

School vision statement

At Edgeworth PS students are supported with learning opportunities which are engaging, creative and where innovation and success are evident. Learning is valued and achievement is celebrated across the school.

Students develop leadership skills within the school and across other settings. Staff fulfil leadership roles improving teaching practice and facilitating sustainable leadership in collaborative networks. Involvement of parents is genuine and inclusive.

Our school is a hub of learning with strong local connections and involvement from a variety of networks which supports learning across the community.

School context

Edgeworth Public School is a large primary school with 631 students serving the Edgeworth and Cameron Park community. This includes: 591 students K–6, 40 part-time (0.5) preschool students, 78 Aboriginal & Torres Strait Islander (ATSI) students (12%) and 27 students with English as an Additional Language (EALD) (4%). Student enrolments have steadily expanded over the last few years due to residential growth in Cameron Park.

Edgeworth Public School bases its policy and procedures on strong values and beliefs as determined by community processes. Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Learning are embedded into all aspects of school life.

A genuine partnership with P & C and School Council ensures the school is well positioned in supporting quality outcomes for our students.

The school offers a range of academic, cultural and sporting programs which are valued by the community. Significant whole school programs include: Reading Recovery, Language Literacy and Learning (L3), Positive Behaviour for Learning (PBL), Targeted Early Numeracy (TEN) and intensive transition programs (P–K and Yr 6–7).

Positive links are being established with the Innovation, Inspiration, Learning Alliance (IILA) which is a collaboration of local public schools including Glendale Technology HS. Other links include: Aboriginal Education Consultative Group (AECG), The University of Newcastle, Lake Macquarie City Council, Edgeworth Shopping Centre, Edgeworth Community Services and Edgeworth sporting clubs.

A rich data analysis across the school drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections.

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, our school achievements and the next steps to be pursued. 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.

This year our school undertook self-assessment using the elements of the School Excellence Framework.

At Edgeworth PS each strategic team charted their progress of the milestones twice a term. As part of the review process each team mapped the processes from their strategic direction against the domains of leading, teaching and learning from the School Excellence Framework. Through rigorous analysis each team discussed the evidence and evaluation to substantiate whether our school was delivering, growing and sustaining, or excelling. The framework was utilised as an aspirational tool to continually improve the delivery of educational outcomes for our students.

In the domain of Learning the school's focus has been Learning Culture, Wellbeing, and Curriculum and Learning. The embedding of a positive learning culture has been enhanced through a deep understanding of and shared commitment to high expectations across the school learning community. A focus on specific school initiatives including Positive Behaviour for Learning (PBL), Powerful Learning Accountable Teaching (PLAT) and Language, Learning and Literacy

(L3) effectively supported and improved student learning and a culture which enhances success. The consistent implementation and explicit teaching of PBL has supported a positive teaching and learning environment resulting in respectful positive relationships as evidenced in the Tell Them From Me (TTFM) report. In Curriculum and Learning there is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. Professional learning embedded in the school plan and connections to the Innovation Inspiration Learning Alliance (IILA) have enhanced teacher ability to ensure all students have the capacity to connect, succeed and thrive.

In the domain of Teaching the school's focus has been Data Skills and Use and Collaborative Practice. Analysis and use of data to improve teaching practices is determined through the Planning, Programming, Assessing and Reporting (PPAR) schedule developed across all stages. Internal and external data is recorded, monitored and evaluated through five-weekly planning cycles specific to school initiatives and used as evidence to determine future teaching and learning practices to meet student outcomes. An established culture of collaborative practice with a specific focus on sustainable leadership identified through individual Performance and Development Framework plans has resulted in mentoring and coaching support across all sectors to improve teaching and leadership practice.

In the domain of Leading the school's focus has been on Leadership. A strong ethos of leadership capacity building is central to the school culture and enhances progress to achieving school excellence. Opportunities for purposeful leadership roles have resulted in a wide-spread commitment to distributed leadership for both staff and students. Professional practice including engagement with the IILA, action research and ongoing professional readings and reflections, conducted at executive and whole school level, has supported learning and innovation for the learning community.

Identified future directions and a modified 2017 School Plan will enhance further improvements in the delivery of education to our students.

Strategic Direction 1

Leading

Purpose

To create a school culture which values sustainable leadership, providing diverse opportunities which develop confidence, collaboration and innovation across the school community.

Overall summary of progress

The school wide focus of distributive and sustainable leadership has continued to enhance opportunities for staff and students.

The Professional Development Plan (PDP) process has allowed staff to identify personal goals, which have been supported through observations, mentoring, feedback and professional learning. Staff have continued to be encouraged to take on leadership roles and aspiring leaders have again had the opportunity to join the executive team and lead areas of interest. Capacity of aspiring executive has been developed through participation in Covey training, whilst teachers have been able to access support regarding higher levels of accreditation.

Students have continued to be given a range of opportunities to take part in leadership roles across a variety of contexts. The Edgeworth Public School student leaders have been exposed to prominent leaders, leadership initiatives and met fellow student leaders through their participation in the Young Leaders' Day Conference and the GRIP Leadership Conference. Students from Stage 3 were able to take on the roles of either a Peer Support leader, house captain or Playground Games leader, which was a highly successful peer led lunchtime sport and games program. Across the school, students were able to be engaged in the SRC and in developing the PBL positive rewards program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased level of student satisfaction by 6% as measured by surveys such as Quality School Life and TTFM.	Results from TTFM survey indicate teacher-student positive student relations were rated as 8.7 out of 10. (NSW norms are 8.4 out of 10)	Nil
100% of staff accredited at proficient by end of 2017 with at least 15% of staff working towards higher levels of accreditation.	5 staff members (post 2004) actively working towards accreditation at proficient levels to be completed in 2017. PL provided on accreditation for pre 2004 teachers	Beginning teacher funds \$13 377.89

Next Steps

- Extend the culture of leadership through the appointment of an Assistant Principal Wellbeing and Assistant Principal Pedagogy positions for 2017.
- Improve quality feedback for teachers through planning, evaluating and refining explicit feedback for planned initiatives.
- Continue LMBR implementation and commence Student Wellbeing tracking.

Strategic Direction 2

Learning

Purpose

To ensure all students have the opportunity to learn and lead successful, productive lives.

Overall summary of progress

Powerful Learning, Accountable Teaching (PLAT), Language, Literacy and Learning (L3) and Lesson study rounds has been the focus to achieve this strategic direction providing research based and evidence best practice to have a significant impact on student outcomes.

Effective differentiation for all students has been driven by comprehensive analysis of data in PLAT, PLAN, NAPLAN and L3. This has empowered teachers to develop successful teaching and learning programs.

Wellbeing processes have been a focus to support the emotional, social, and learning needs of students to provide the opportunity to succeed, connect and thrive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students achieving at or above expected growth in Yr 5 and 7 for reading, writing and numeracy by 15%.	2016 Y5 students achieved a 5% increase in number of children achieving at or above expected growth in reading from 2015. Numeracy results have decreased in expected growth since 2015.	Nil
100% of students will demonstrate improvement against individual benchmark expectations (PLAT).	Plotting of students on PLAN and PLAT has informed future teaching cycles, resulting in differentiated learning for all students. Kindergarten 2016 showed an increase of 54% of students achieving at zone of expected development in reading and comprehension..	PLAT \$40000 (socio-economic funding)
Increase the percentage of students in the proficient bands in literacy and numeracy by 5%.	19% of Y5 students placed in the top two bands in Numeracy, an increase of 6% from 2015. 24% of Y5 students placed in the top two bands in Reading, an increase of 4%.	Nil

Next Steps

- Enhance school initiatives through the implementation of Explicit Instruction (John Fleming)
- Monitor, analyse and evaluate students academic achievement through learning progressions P-6. (PLAT, PLAN)
- Targeted intervention support developed and implemented to engage all learners. (PBL, LAST, LST and AP Wellbeing)

Strategic Direction 3

Links

Purpose

To empower networks to support and contribute to the individual and collective purpose for future learning.

Overall summary of progress

Educational links were sustained with the Innovation, Inspiration and Learning Alliance (IILA), a group of five local schools aligned in professional partnership. Initiative groups within the IILA including literacy, numeracy, professional learning, Aboriginal education, student transition and technology utilised staff expertise across the network to develop and promote professional capacity in teaching and learning.

Cultural and community partnerships between the Kumaridha AECG, P&C and School Council continue to be strengthened to engage community in the development of strong and authentic relationships, improve educational outcomes and wellbeing, and support positive student achievement.

A range of processes to connect learning between home and school include school website, Skoolbag App, newsletter, noticeboard and a range of promotional materials. These initiatives provide timely and effective communication to the school community and highlighted student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% or above of parents indicate satisfaction with communication between home and school.	83% of parents reported satisfaction in Tell Them From me survey (TTFM) with communication between home and school.	Nil
80% or above of community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes.	79% of respondents in the TTFM survey indicated positive working relationships.	Nil

Next Steps

- Review and implement Aboriginal Education Action Plan and appoint a permanent Aboriginal Education Worker (AEW) and additional support staff to support student learning.
- Expand professional learning opportunities across the IILA and engage in Hattie's Visible Learning.
- Employ a computer coordinator to initiate and plan for future focused learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan (PLP) and have made progress in educational, cultural and social outcomes. Parents were engaged in the process and indicated high levels of satisfaction and engagement with the school. The Aboriginal Education Worker (AEW) led cultural opportunities including dance, art and significant cultural days. All staff participated in the 8 Ways training, enhancing their understanding of how Aboriginal students access the curriculum and adjusting teaching and learning styles to cater for differentiated learning. The school implemented significant cultural programs to support Aboriginal students including Bro and Sista Speak, and Personalised Learning Support, evidenced by the TTFM survey with 71% of Aboriginal students identifying that they feel good about their culture when they are at school.	Strategic Direction 3 Total: \$56,309 \$43,000 AEW (Aboriginal background funding) \$8,000 PLPs (Aboriginal background funding) \$8,000 8 Ways (Aboriginal background funding) \$9,171 Aboriginal programs (Aboriginal background funding) \$4,858 Aboriginal resources (Aboriginal background funding)
Low level adjustment for disability	Learning and Support Teacher (LAST) led individual intervention programs improving student achievement in reading and spelling through the implementation of the Powerful Learning Accountable Teaching (PLAT) program.	PLAT program \$40,000
Quality Teaching, Successful Students (QTSS)	Semester 2 funding enabled stage supervisors to undertake executive portfolio duties as aligned to school plan, including supervision and observations of staff.	Executive Release (0.461) QTSS \$20,315.40
Socio-economic background	An additional teacher was employed 2 days per week to support the PLAT program. Staff analysed PLAT data to provide specific five-weekly programs which focused on explicit teaching and planning for improvement in reading, comprehension, decoding and spelling. Data collated at 5 weekly cycles showed evidence of a 13% increase in the Zone of Expected Achievement for Year 4 reading levels. Executive planning days scheduled and actioned to support collaborative consultation including charting and mapping of milestones aided whole school strategic planning. All staff participated in Quality Teaching rounds to collaboratively develop, evaluate and refine quality explicit lessons in reading, writing, numeracy and spelling. The PBL reward system acknowledged students for demonstrating school values across all settings. All students participated in reward celebration days and were positively acknowledged by the school community. 100% of students participated in Ronowldo rewards throughout	Strategic Direction 2 \$40,000 PLAT program (Socio-economic funding) Strategic Direction 1 Executive Release \$20,000 (Socio-economic funding) \$48,000 Lesson Study (Socio-economic funding)

Socio–economic background	<p>the year.</p> <p>The opportunity to utilise student assistance, including additional RAM funding, ensured all students were provided with resources to enable access to the curriculum.</p>	<p>Strategic Direction 2</p> <p>\$40,000 PLAT program (Socio–economic funding)</p> <p>Strategic Direction 1</p> <p>Executive Release \$20,000 (Socio–economic funding)</p> <p>\$48, 000 Lesson Study (Socio–economic funding)</p>
Support for beginning teachers	<p>1. 1 hour extra RFF per week for the whole year and an additional hour RFF with mentor (3 hours total) per week for the year. Executive staff supported experienced and beginning teachers to plan, differentiate, implement and evaluate quality teaching and learning. Outcomes for all students were improved through enhanced professional learning. Mentoring time allocated to both mentee and mentor to support smooth induction of beginning teacher in an individualised way supporting our school context.</p>	<p>Beginning Teacher Funds</p> <p>\$13 377.89</p>
Targeted student support for refugees and new arrivals	<p>EALD support for new arrivals and existing students on EALD program provided individual teaching time for students to increase their English language proficiency.</p>	<p>\$6159 (EALD)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	314	313	311	313
Girls	259	272	278	305

Edgeworth PS has a student enrolment in 2016 of 615 K–6 students and 40 preschool students. In Semester 2 EPS moved to 24 classes due to increased enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	94.7	95.5	95.4
1	94.5	94.3	93.7	95
2	95.2	94.5	94.3	95.4
3	94.7	94.9	94.3	95.7
4	93.7	93.9	92.8	95.8
5	93.7	93.6	93.8	94.6
6	95	94.4	93.8	95.3
All Years	94.7	94.3	94	95.3
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

Edgeworth PS is proactive in managing student attendance. Students whose attendance is of concern are identified through learning support team processes and monitored closely. Monitoring processes include: consistent communication with parents via telephone, letter or interview, tracking of students through learning support team meetings and ongoing support and communication with the Home School Liaison Officer (HSLO).

Class sizes

Class	Total
KW	20
KT	20
KD	20
KC	20
1/2P	23
1P	23
1D	24
1C	23
2/3C	28
2W	24
2CM	25
3P	29
3C	28
3A	30
4M	27
4G	28
4D	27
5 B	31
5E	31
5/6K	32
6W	26
6R	30
6E	29

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.13
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	5.26
Other Positions	1

*Full Time Equivalent

In 2016, 2 teachers and 2 staff members identify as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

During 2016 EPS utilised the flexibility in the RAM funding to provide targeted professional learning aligned with the school plan. Staff have also been involved in professional learning programs that have built the capabilities of early career teachers, current teachers and aspiring and current school leaders. Mandatory training was completed by all staff including asthma training, CPR, anaphylaxis, Child Protection and Code of Conduct.

The school principal and School Administration Manager (SAM) were involved in extensive training in Local Management Business Reform (LMBR), a standardised financial and student wellbeing system. The system went "live" in Term 2, 2016 and ongoing training of executive, teaching and office staff occurred.

All staff were involved in a series of lesson study rounds resulting in greater collaboration, opportunities to provide and receive effective feedback and reflection on the impact on student achievements and engagement.

To support a tiered approach to learning, two ES1 teachers began initial training in Language, Literacy and Learning (L3) and three Stage 1 teachers completed their second year of L3 training. Additionally, RAM funding was used to employ a specialist Powerful Learning Accountable Teaching (PLAT) teacher for three days per week to drive effective intervention strategies. Staff were also provided with additional release to plot students on the PLAT and PLAN continuums, increasing their knowledge of targeted interventions, supported by the PLAT teacher.

Three Executive team members completed Covey training, building sustainability and succession planning in leadership. Two Executive team members were involved in a Student Wellbeing initiative, designing an action plan focussing on the Wellbeing Framework to be implemented in 2016/2017. Training in

Positive Behaviour for Learning (PBL) continued for key members of the committee and all staff were upskilled in PBL processes and practices as identified in the school plan.

All staff participated in the 8 Ways Module training which was a combined Innovative Inspiring Learning Alliance (IILA) initiative, resulting in the embedding of multiple learning styles into teaching and learning practices to support the learning of Aboriginal students.

Individual teachers also had the opportunity to participate in a range of professional learning including training in Aboriginal education, performing arts, sports coaching and IILA network meetings.

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.

The following table relates to the period from January 2016 to June 2016 while EPS was operating under the Oasis financial system.

Income	\$
Balance brought forward	557 612.99
Global funds	153 929.15
Tied funds	238 773.33
School & community sources	126 726.29
Interest	4 442.79
Trust receipts	24 364.30
Canteen	0.00
Total income	1 105 848.85
Expenditure	
Teaching & learning	
Key learning areas	2 490.11
Excursions	41 840.96
Extracurricular dissections	56 240.67
Library	1 975.05
Training & development	0.00
Tied funds	152 363.37
Short term relief	40 173.25
Administration & office	50 538.05
School-operated canteen	0.00
Utilities	37 451.62
Maintenance	13 686.79
Trust accounts	40 287.34
Capital programs	25 588.54
Total expenditure	462 635.75
Balance carried forward	643 213.10

The information provided in the financial summary includes reporting from 26 January to 31st December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 189 509.46
(2a) Appropriation	1 027 153.79
(2b) Sale of Goods and Services	41 796.01
(2c) Grants and Contributions	118 956.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 603.20
Expenses	-705 193.28
Recurrent Expenses	-705 193.28
(3a) Employee Related	-400 141.08
(3b) Operating Expenses	-305 052.20
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	484 316.18
Balance Carried Forward	484 316.18

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.

The table above relates to the period from June 2016 to December 2016.

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	3 725 877.51
Base Per Capita	32 207.92
Base Location	0.00
Other Base	3 693 669.59
Equity Total	441 404.45
Equity Aboriginal	73 029.24
Equity Socio economic	137 533.84
Equity Language	6 158.97
Equity Disability	224 682.41
Targeted Total	90 900.01
Other Total	412 586.69
Grand Total	4 670 768.66

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.

Year 3 Literacy– (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2016, 95 Year 3 students participated in NAPLAN literacy assessments including 48 boys and 47 girls.

In Reading 28% of our students were placed in the top two bands, a decrease of 14% from 2015.

The number of Year 3 students placed in the bottom two bands has shown a decrease of 2%.

Areas for development include students' ability to: analyse key ideas, seeking information, and language features.

In Writing, 38% of our students were placed in the top two bands, a decrease of 9% from 2015, although an increase of 5% in band 6.

The number of Year 3 students placed in the bottom two bands has shown a decrease of 2%.

Areas for development include students' ability to: use a range of appropriate language choices, segmenting

text into paragraphs, and engaging the reader.

In Spelling, 19% of students were placed in the top 2 bands, although there was an 11% decrease in the top 2 bands in Grammar and Punctuation.

Areas for development include students' ability to: use a variety of strategies to spell high frequency words, use word identification strategies including blending, use contraction apostrophes and capitals for proper nouns as well as other simple punctuation.

Year 5 Literacy– (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2016, 72 Year 5 students participated in NAPLAN literacy assessments including 37 boys and 35 girls.

In Reading 24% of our students were placed in the top two bands, an increase of 4%, with 31% in the bottom two bands, consistent with 2015.

Areas for development include students' ability to: interpret evaluative comments, identify cohesion, and inferential comprehension.

In Writing, 8% of our students were placed in the top two bands, an increase from 2015.

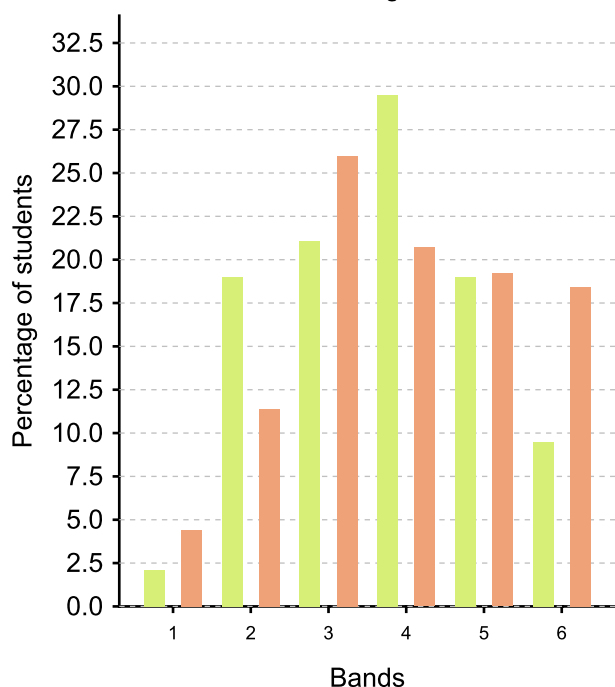
The number of Year 5 students placed in the bottom two bands has shown a decrease of 6%.

Areas for development include students' ability to: spell more difficult words correctly, segment text into paragraphs and increase their range and precision of technical language.

In Spelling, there was a 5% increase in students at proficient, whilst there were 29% of students at proficient in Grammar and Punctuation.

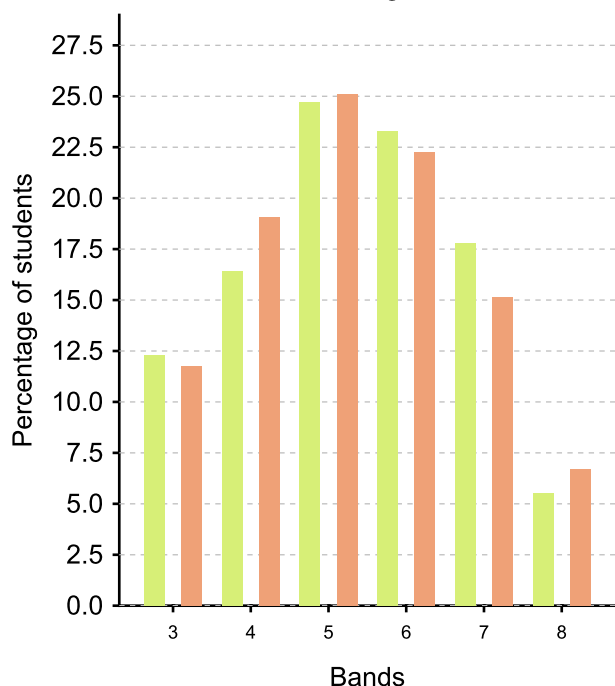
Areas for development include students' ability to: use participles, know common sounds for vowel digraphs, identify the first event in a complex sentence and identify correctly punctuated indirect speech.

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

NMS, compared with 14% of all students across the state.

Our students showed strengths in addition, basic chance, and interpreting bar graphs. Areas for development include students' ability to: multiply and divide, explore 2D shapes, measure lengths.

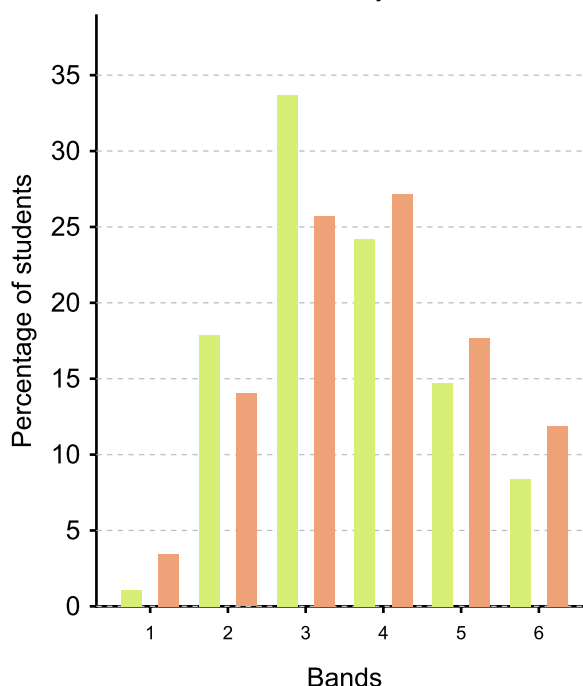
Year 5 Numeracy

In 2016, 72 Year 5 students participated in NAPLAN numeracy assessments including 37 boys and 35 girls.

19% of our students placed in the top two bands which was an increase of 6%, compared with 30% of students across the state. There was a 7% decrease in students in the bottom two bands. Boys outperformed girls, with 25% of boys in the top two bands, compared to 12% of girls.

Our students showed strengths in using tally marks, simple multiplication, identifying numbers greater and less than, and using nets of 3D objects. Areas for development include students' ability to: calculate percentage discounts, apply proportional reasoning to a multiplication problem, budgets, and decimal equivalents.

Percentage in bands:
Year 3 Numeracy



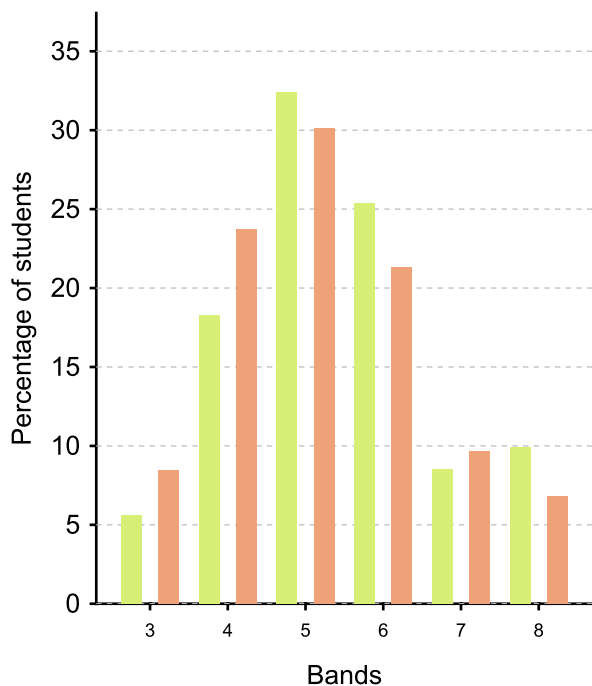
Percentage in Bands
School Average 2014-2016

Year 3 Numeracy

In 2016, 95 Year 3 students participated in NAPLAN numeracy assessments including 48 boys and 47 girls.

23% of our students placed in the top two bands, a decrease of 8%. 18% of our students were at or below

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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Parent/caregiver, student, teacher satisfaction

Data from the Tell Them From Me (TTFM) survey indicated that Edgeworth PS is meeting the needs of the vast majority of students across all domains. Significantly Edgeworth PS scored higher than state norms in students with positive relationships, students that value schooling outcomes, expectations for success, advocacy and positive teacher–student relations. Data from the TTFM parent survey (28 respondents) indicated 73% of parents felt welcome at EPS, 79% indicated satisfaction in the domain of school support of learning and 82% believed that the school supported positive behaviour.

Parents indicated extremely high degrees of satisfaction with the school fete and the school musical, with many letters of appreciation sent to the school.

Policy requirements

Aboriginal education

The Aboriginal and Torres Strait Islander (ATSI) Education plan and the ATSI policy are fully implemented at Edgeworth PS. We continue to support high expectations of all students, including Aboriginal students. Significant funding (see Key Initiatives) was utilised to support Personalised Learning Plans (PLP) meetings and implementation. An Aboriginal Education Worker (AEW) was engaged to facilitate student learning and community engagement. Successful initiatives including the formation of the Kulburra Dance troupe who performed at school and community events and a highly valued NAIDOC Day celebration during which students participated in a range of learning experiences which focussed on raising the profile of Aboriginal culture. Bro and Sista Speak programs and the formation of a Homework Club at Glendale Technology High School strengthened the ties between primary and high school and assisted Aboriginal students in the transition process.

Multicultural and anti-racism education

Each year Edgeworth PS plans and implements activities that foster cultural and religious tolerance and acceptance, including student and staff participation in Harmony Day. Multicultural perspectives are embedded into teaching and learning programs. Edgeworth PS has 2 trained Anti–Racism Contact Officers (ARCO) to support students, staff and the community.