

Edgeworth Heights Public School

Annual Report



2016



4155

Introduction

The Annual Report for **2016** is provided to the community of **Edgeworth Heights** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Edgeworth Heights Public School
Ridley St
Edgeworth, 2285
www.edgeworthh-p.schools.nsw.edu.au
edgeworthh-p.school@det.nsw.edu.au
4958 1180

Message from the Principal

The critical importance of the early years of a child's life to their future educational success is well known. At Edgeworth Heights Public School, we want every child to have the best start to school, to master the foundation skills, as well as the personal and social capabilities required for their growth and development.

As students' progress through school, it is important to ensure they develop essential skills, knowledge and understandings in a range of disciplines. We want parents, families and communities to support their children's learning at home and in school, and to value education as a powerful driver for future success and fulfilment.

When they progress from school, we want our students to be confident about taking their place in the world and to be active citizens who contribute to society in many different ways.

In pursuit of excellence and equity for each student, Edgeworth Heights Public School will continue to build on its explicit teaching philosophies and researched/evidence-based approaches to teaching and learning, to ensure that we meet the needs of every student. We will also continue to explore different ways of working that further advance the interests of each student.

The core business of Edgeworth Heights Public School is learning. This learning is ably supported by quality teaching and appropriate pedagogy. These pedagogies are continually being refined and examined to ensure that they are current and supported by comprehensive research. Edgeworth Heights Public School is focussed on achieving quality learning outcomes for all students.

Edgeworth Heights Public School is celebrated as a great school. This commendation stems from our guaranteed commitment to quality educational programs, outstanding teachers and unmatched level of individual service to our students and families.

This document reflects on the ongoing commitments made in our 2015–2017 School Strategic Plan which recognises teaching and classrooms to be at the centre of improvement efforts.

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

Barry Croft – **Principal**

School background

School vision statement

Quality, Care, Commitment.... Where All students Succeed

Our learning community is commitment to quality educational programs, outstanding teachers and unmatched level of individual service to our students and families.

We hold high expectations and believe that all students should have strong core academic skills, a broad logical thinking ability and be capable of functioning in a rapidly changing world.

Our programs are enhanced by our commitment to strong social education that includes fulfilling potential, supporting individual resilience and the development of personal character values, including a commitment to lifelong learning.

Through quality, care and commitment, we seek the best that can be achieved academically for each student and at the same time looks to his or her social development.

We believe that schooling should be enjoyable and that given sufficient challenge and support, all students can learn and achieve at high levels.

School context

Edgeworth Heights Public School serves a large diverse community in west Lake Macquarie. The school has some very multifaceted high needs cases that it manages. The enrolments and socio-economic dynamics of the school continue to change with the rapid development of the neighbouring Cameron Grove estate.

Quality learning, quality teaching, student wellbeing and high expectation relationships are what we consistently commit to as our predominant action areas.

Every person learning and working within the school has the capability to succeed and as such, high expectations are held for both teachers and students, where there is an unrelenting emphasis on the quality of learning taking place within every classroom, the orderly manner in which that occurs and the responsibility that both teachers and students take in improving themselves.

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.

Strategic Direction 1

Quality curriculum planning and delivery, promoting excellence in learning

Purpose

- To foster a school culture that demonstrates ongoing performance and improvement.
- To ensure a strategic and planned approach to supporting the cognitive, emotional, social and physical well-being of all students
- To ensure an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.
- To ensure consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.
- To deliver high levels of student performance on external and internal measures.

Overall summary of progress

A comprehensive, school based, Professional Development Framework was implemented. Robust evidence informed practices of coaching, instructional rounds, micro teaching and observations of teacher practice had produced a significant and observable transformation in the collaborative culture of teachers. Teaching, assessment and reporting practices were critically reviewed and refined regularly to strengthen student outcome achievement.

The school based Planning, Programming, Assessing and Reporting schedule was implemented. 'Early Action for Success' frameworks were embedded to support. This bolstered the way student performance data was assembled, measured, analysed and used to refine classroom practice

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Demonstrated commitment from all stakeholders to strengthen and deliver on school learning priorities.• Quality teaching and learning practices are evident in every learning environment.• Curriculum programs and teaching practices are evidence informed and innovative.• Data analysis and evaluations of student performance are undertaken by stakeholders with feedback used to plan future learning.• Most students achieve at high levels of performance on external and internal measure.• Performance for equity groups is comparable to all students.	<ul style="list-style-type: none">• Teachers and support staff work collaboratively to examine, review and refine school systems and pedagogical practices so that we deliver on school learning priorities.• Walk through, instructional rounds and peer observation validate that quality teaching and learning practices are taking place in every learning environment.• Teachers are implementing researched based and evidence informed approaches of Hollingsworth & Ybarra's Explicit Instruction, Hattie's Visible Learning and CESE's What Works Best strategies.• Student performance data is gathered and analysed every five weeks, with evaluations providing teachers and interventionists with feedback regarding the impact of the strategies used. This informs planning of future learning.• Students continue to demonstrate growth and are achieving at high levels on external and internal measures.	<p>The total funding provided under Specific Purpose Grants and RAM Equity Loading for both semester 1 and semester 2 were strategically used to leverage the achievement of School Strategic Direction 1. This included efficient and effective use of some of the funds from:</p> <ul style="list-style-type: none">• Early Action for Success \$188,982.26• Professional Learning \$16,702.00• Literacy/Numeracy (K–6) \$15,742.58• Socio-economic background \$105,864.34• Low level Adjustment for Disability \$40,928.00

Next Steps

In the domain of Learning, our efforts for 2017 will primarily focus on:

- Reviewing and refining the efficient and effective use of evidence-informed practices to improve student outcome achievement in literacy and numeracy.
- Building student's capabilities to use assessment and feedback to plan for improvements in their learning.

Strategic Direction 2

Strong, strategic and effective leadership

Purpose

- To clearly articulate and develop a culture of high expectations and engagement that result in sustained, measurable whole-school improvement.
- To ensure robust planning and implementation processes are supported by strategic resource allocation, professional learning, and performance monitoring and reporting.
- To deliver effective and efficient resources to achieve improved student outcomes.
- To ensure strong and effective administrative practices underpin school operations and quality teaching and learning programs.

Overall summary of progress

Robust administrative practices have been implemented and underpin school operations and the quality of teaching and learning programs across the school. High level distributed leadership has been used to drive improvements in the development and performance of staff.

Strategic use of coaching, mentoring and instructional rounds has strengthened teachers and executive staff in leading quality literacy and numeracy lessons.

Strategic financial and workforce planning has strengthened the quality and effectiveness of curriculum provision, learning and support practices and responsiveness of the school to the complex needs of students and families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Leadership development is central to school capacity building; succession planning, distributed leadership and organisational best practice are clearly evident.• Staff are committed to, and can articulate the purpose of each strategic direction in the school plan.• Strategic financial and workforce planning strengthens the quality and effectiveness of curriculum provision.• Practices and processes are responsive to school community feedback.	<ul style="list-style-type: none">• Teachers and executive from across the Sugarloaf Community of Schools (SCOS) alliance worked strategically on enhancing pedagogical practices that to improve transition.• Aspiring leaders undertook training in mentoring and coaching. These skills were then implemented across the school as executive and aspiring leaders engaged teachers in coaching, microteaching sessions, instructional rounds and feedback.• Pertinent training of LMBR undertaken by school leadership and administration team resulted in smooth transition between operating systems.• Strategic and effective financial and workforce planning has improved the capacity to deliver the schools priorities.••	<p>The total funding provided under Specific Purpose Grants and RAM Equity Loading for both semester 1 and semester 2 were strategically used to leverage the achievement of School Strategic Direction 2. This included efficient and effective use of some of the funds from:</p> <ul style="list-style-type: none">• Early Action for Success \$188,982.26• Professional Learning \$16,702.00• Literacy/Numeracy (K–6) \$15,742.58• Socio-economic background \$105,864.34

Next Steps

In the domain of Leadership, our efforts for 2017 will primarily focus on:

- Promoting strong succession planning, developing the leadership skills in staff and students.
- Managing school resources and facilities in creative ways to meet the broad range of student learning interests and needs

Strategic Direction 3

Excellence in teaching practice

Purpose

- To deliver the most effective evidence based teaching strategies.
- To ensure student assessment data is regularly used to identify student achievement and progress, in order to inform future school directions.
- To build sustainable, explicit systems for collaboration, classroom observation, modelling of teaching practice and feedback to drive ongoing improvements.
- To deliver professional learning that is evidence based and proven to impact on the quality of teaching and student learning.
- To ensure all staff demonstrate personal responsibility for maintaining and developing their professional standards.

Overall summary of progress

Explicit systems for collaboration, classroom observation, modelling of effective practice and feedback have been embedded within the school performance frameworks. Effective use of professional learning and weekly grade/stage meeting times have strengthened the examination and refinement of teaching and learning programs.

Efficient and effective data analysis and use of student assessment, as a grade/stage collegiate, improved teacher understanding of the learning needs of students in addition to improving the planning and delivery of quality teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers provide explicit instruction, specific, timely and formative feedback to students on how to improve.• Teachers take responsibility for changes in practice required and use data on a regular basis to monitor their effectiveness.• Teachers draw on and implement evidence informed research to improve their performance.	<ul style="list-style-type: none">• Teachers participate in ongoing professional readings of Explicit Direct Instruction for EAL/D Learners by Hollingsworth & Ybarra.• Teachers participate in coaching rounds, observation and instructional rounds. Regular walk throughs are conducted and validate the provision of quality learning environments and quality teaching practices.• Teachers actively engage in the professional learning activities that focus on improved teaching methods in literacy and numeracy.• Teachers examine DEC What works: evidence based practices to help improve NSW student learning.• Teachers develop learning/lesson intentions and success criteria for critical aspects of literacy and numeracy.• Teachers use grade/stage meetings to measure the impact of teaching, accommodations and adjustments made and interventions actioned.• Teachers use educational alliances within and external to SCOS to enhance practices.	<p>The total funding provided under Specific Purpose Grants and RAM Equity Loading for both semester 1 and semester 2 were strategically used to leverage the achievement of School Strategic Direction 3. This included efficient and effective use of some of the funds from:</p> <ul style="list-style-type: none">• Early Action for Success \$188,982.26• Professional Learning \$16,702.00• Literacy/Numeracy (K–6) \$15,742.58• Socio-economic background \$105,864.34

Next Steps

In the domain of Teaching, the primary focus for 2017 will be on:

- Examining/reviewing and refining the level of planning and delivery of quality teaching and learning practices across the stages, to ensure consistency of curriculum delivery.
- Reviewing and refining the strategies teachers use to effectively differentiate the curriculum and personalise learning to meet students learning needs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Built into the school based Professional Development and Planning, Programming, Assessing and Reporting platforms is the active collection, analysis and sharing of qualitative and quantitative data for Aboriginal students. Teachers and support staff use this data to discuss with families the development and implementation of personalised learning pathways for students, as well as supporting the students through transition points.</p> <p>Executive staff work closely families and community members in the development of strategic priorities that influence the school vision and school plan.</p>	<p>During 2016, the school received \$22,715.82 in Aboriginal background loading and an additional \$2,390.25 for Personalised learning for Aboriginal students in years 4 and 6. These funds were strategically combined with other RAM Equity loadings to prudently engage SLSO personnel and resources to support intervention/enrichment and bolster student literacy and numeracy achievements.</p>
English language proficiency	<p>Inclusive teaching practices recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.</p> <p>Students who are learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.</p>	<p>During 2016, the school received \$4,265.66 in English Language Proficiency fund. This was combined with Specific Purpose Grants such as Early Action for Success and Literacy/Numeracy (K–6) funding to supplement Teacher Professional Learning, improve access to support services, provide intervention and purchase cultural resources to support multicultural</p>
Low level adjustment for disability	<p>Employment of support teacher intervention to bolster curriculum, social skills and peer relationships, emotional wellbeing, behavioural wellbeing, mobility/posture/personal care, health care, transition, safety and attendance .</p> <p>Teachers effectively implement strategies to support students with Complex Learning Difficulties and Disability, through differentiated curriculum, additional adjustments and accommodations to learning environments and engagement of IEP,PLP's..</p> <p>Whole school analysis of HSLO, academic, LST, IEP/PLP targets and welfare data validate improvements in curriculum, social skills and peer relationships, emotional wellbeing, behavioural wellbeing, mobility/posture/personal care, health care, transition, safety and attendance of identified students.</p>	<p>During 2016, the school received \$40,982.00 in Low level adjustment for Disability funds. This, in addition with strategic and systematic use of Specific Purpose Grants such as Early Action for Success and Funding Support/Integration to employ additional SLSO's, specialised teachers and allied health service providers to provided targeted support for identified students and improve Teacher Professional Learning.</p>
Socio-economic background	<p>Employment of school learning support officer and additional interventionist teachers has supported the varied tiered intervention and bolstered student literacy and numeracy achievements.</p> <p>Teachers measure the impact of teaching,</p>	<p>During 2016, the school received \$105,864.34 in Socio-economic background funds. A significant proportion of this was used to is supporting the processes embedded</p>

Socio–economic background	<p>accommodations and adjustments made and interventions actioned.</p> <p>Allied health service support in speech therapy and occupational therapy on a weekly basis to targeted students has improved access to curriculum and student performance.</p> <p>Strategic use of technologies has assisted student learning in literacy and numeracy.</p>	<p>within the three core strategic directions, including the additional employment of school learning support officer, employment of speech and occupational therapists, and engagement of additional senior educational psychologists.</p>
Support for beginning teachers	<p>Beginning and early carer teachers accessed the school targeted support frameworks in areas of identified need.</p> <p>Teachers actively engage in the professional learning activities that focus on improved teaching methods in literacy and numeracy.</p> <p>Teachers demonstrated commitment to their ongoing development and validated their understanding of the professional standards.</p>	<p>During 2016, the school rolled over \$9,609.29 in Beginning teacher funds, receiving an additional top up of \$4,080.73. These funds were strategically used to support those newly permanent early career teachers so that they could effectively engage in all aspects of Professional Learning and improve their pedagogical practice.</p>
Early Action for Success	<p>Early identification of the level of attainment in literacy and numeracy of each individual child (K–2) and tailoring a specific program of learning to that child's needs</p> <p>Change in teaching practice from a focus on the whole class to a focus on the needs of the individual student</p> <p>Ongoing, close monitoring of individual student progress against the Literacy and Numeracy continuums</p> <p>Evidence–based use of tiered interventions in literacy or numeracy according to need.</p>	<p>During 2016, the school received a total of \$188,982.26 in Early Action for Success funding with an additional allocation of 1.4 FTE. This supplementation was strategically used to support K–2 staff and students in delivering improved literacy and numeracy outcome achievement. This included employment of tiered intervention teachers, speech and occupational therapists and the provision of ongoing TPL.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	182	185	192	211
Girls	156	170	159	175

Enrolments at Edgeworth Heights Public School have steadily grown over time, this is directly related to the continued development of adjacent Cameron Grove Estate. The school is currently above its enrolment ceiling and does not have the capacity to accept nor consider any application for out of zone enrolment.

Written school procedures describe the enrolment practices that ensure compliance with *Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997)* and where appropriate the *Enhanced Enrolment Procedures* are utilised.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.9	94.2	95.1
1	95.3	94.9	94.6	94.4
2	95.3	94.1	93.9	94.9
3	96.3	96.4	93.1	93.8
4	93.8	94.2	92.9	92.7
5	94	96.3	93.3	93.7
6	94.5	93.4	94.6	93.3
All Years	95.1	95	93.8	94.1
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

The student attendance rate at Edgeworth Heights Public School has been greater than the NSW State average and above that of Similar School Groups (SSG) for the past few years. This year the school has managed some additional complex high needs students, their attendance has fluctuated.

Proactive communication practices clearly describe the importance of being at school all day every day but allow for the provision of parents to request a late arrival or an early departure. Newsletters and website communications to the broader community, communicate the legal requirements for student attendance with a focus on building a shared partnership with all key stakeholders.

The school has an established documented system to ensure that patterns of attendance causing concern are addressed swiftly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.13

*Full Time Equivalent

All teaching, support, executive and administrative staff at Edgeworth Heights Public School are highly qualified, dedicated professionals who ensure that students are at the center of a purposeful curriculum. All employees are committed to ensuring that a solid framework is in place to support the intellectual, social, emotional, moral and physical development of our students.

Excellent leadership and management frameworks are in operation.

The Early Action for Success charter has facilitated the strategic engagement of an Instructional Leader and Tiered Intervention Teachers. The school has two identified Aboriginal staff members, the school Principal and a School Learning Support Officer (SLSO).

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Teaching and support personnel are provided clear direction in terms of their responsibilities in improving instructional effectiveness within every learning environment across the school. Active learning, including components of theory, practice, reflection, feedback and follow-up action are leverage points that support teacher-focused professional learning, collaborative planning, supported by the establishment of space, time and provision to develop confidence, ability and skill.

Teaching and support personnel conduct a self-audit of their demonstrated capabilities, using the e5 Instructional Model. PDP goals are based on the following:

- Identified area of required development
- Link to school strategic direction
- Future focussed personal/professional

Teachers and support personnel engage peer coaches to mentor and support the achievement of goals. The leadership team have identified the core professional learning items that will further support staff and are now strategically planning for the delivery of those modules over terms 2 and 3.

Executive and aspiring leaders conduct a self-audit of their demonstrated capabilities, using the Leadership Capability Expectations tool. The leadership team then engage in 360 reviews with staff. Their PDP goals are then formulated and based on:

- Identified area of required development
- Link to the school strategic plan

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.

In 2016 Semester 1, the school operated under the OASIS system, whilst making preparations for deployment of SAP/SALM on 14th June. The following table reflects the information as of 8th June 2016 prior to rolling over into the new operating system.

When comparing the two financial tables it is imperative to note that funds under Specific Purpose Grants and RAM Equity Loadings in OASIS were targeted for expenditure over the duration of 2016. Once rolled over they were amalgamated and are reflected in the (2a) Appropriation.

Income	\$
Balance brought forward	171 839.62
Global funds	124 988.40
Tied funds	274 716.01
School & community sources	69 770.15
Interest	2 524.56
Trust receipts	4 304.63
Canteen	0.00
Total income	648 143.37
Expenditure	
Teaching & learning	
Key learning areas	35 971.98
Excursions	6 690.91
Extracurricular dissections	2 143.94
Library	5 067.84
Training & development	0.00
Tied funds	188 856.17
Short term relief	21 394.48
Administration & office	55 023.48
School-operated canteen	0.00
Utilities	20 953.94
Maintenance	108 230.36
Trust accounts	13 960.30
Capital programs	0.00
Total expenditure	458 293.40
Balance carried forward	189 849.97

The information provided in the financial summary includes reporting from 14th June 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	643 916.60
(2a) Appropriation	558 692.17
(2b) Sale of Goods and Services	-928.18
(2c) Grants and Contributions	85 632.28
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	520.33
Expenses	-441 423.40
Recurrent Expenses	-441 423.40
(3a) Employee Related	-192 191.13
(3b) Operating Expenses	-249 232.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	202 493.20
Balance Carried Forward	202 493.20

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

	2016 Actual (\$)
Base Total	2 517 878.58
Base Per Capita	18 923.51
Base Location	0.00
Other Base	2 498 955.06
Equity Total	298 589.12
Equity Aboriginal	25 106.07
Equity Socio economic	105 864.35
Equity Language	4 265.65
Equity Disability	163 353.06
Targeted Total	116 409.99
Other Total	14 501.71
Grand Total	2 947 379.41

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 school budget is regularly examined to ensure that the school is well positioned to address required asset management, infrastructure and curriculum resource procurement.

Budgetary review meetings with committee leaders and with the School Administrative Manager enables ongoing reviews of the effectiveness of financial and physical resources within the school and leverages opportunities to review financial risk minimisation strategies and accrual accounting processes.

The leadership and administrative team has comprehensive financial management processes and governance structures in operation to meet financial policy requirements.

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

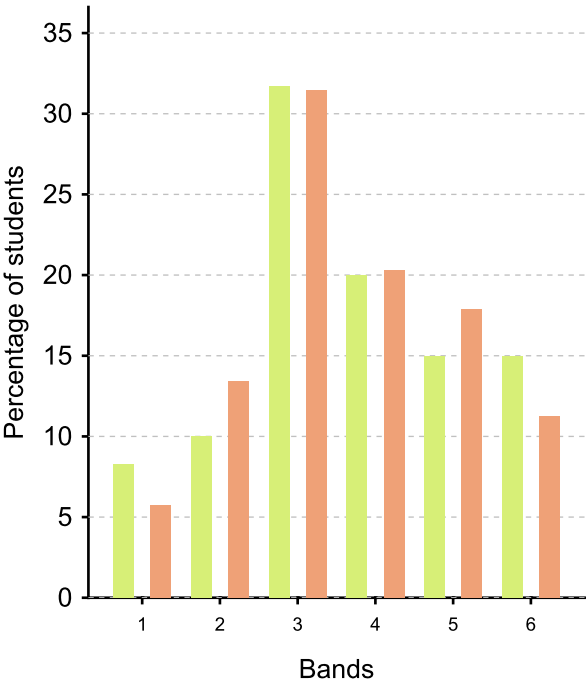
NAPLAN

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.

The Grammar & Punctuation, Reading/Comprehension and Spelling results for Year 3 and Year 5 NAPLAN reflect the strong focus that the school has led in bolstering previously low achievement in this area. The school is focussed on increasing the number of students achieving in the top two bands, whilst significantly reducing the number of students in the bottom two bands.

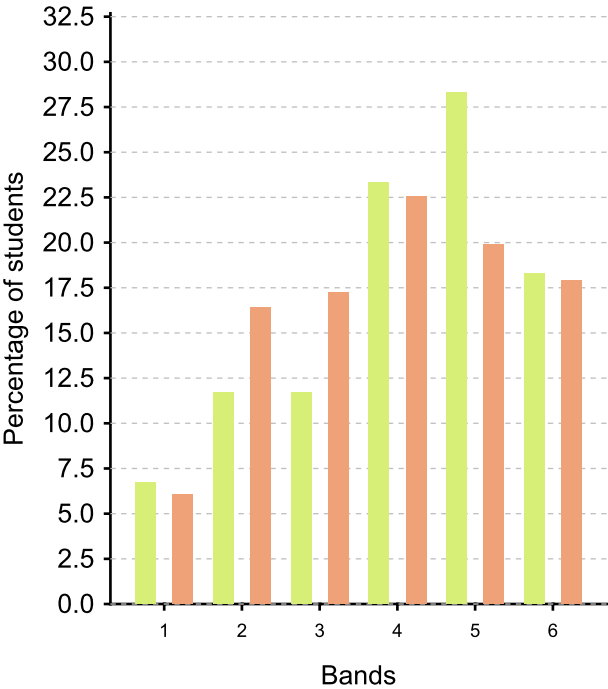
Writing will now be the focus, whilst still maintaining strong high standards across literacy skills.

Percentage in bands:
Year 3 Reading



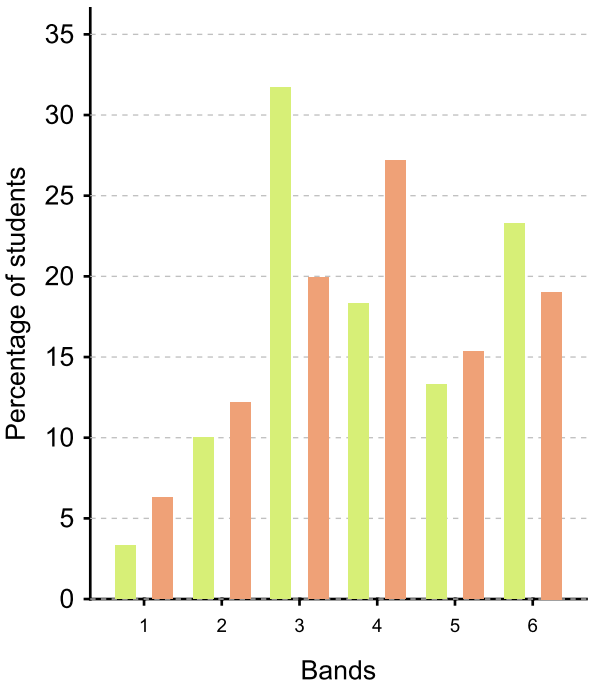
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



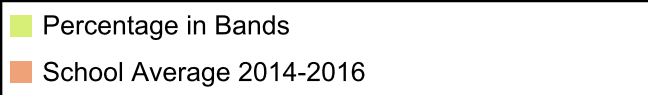
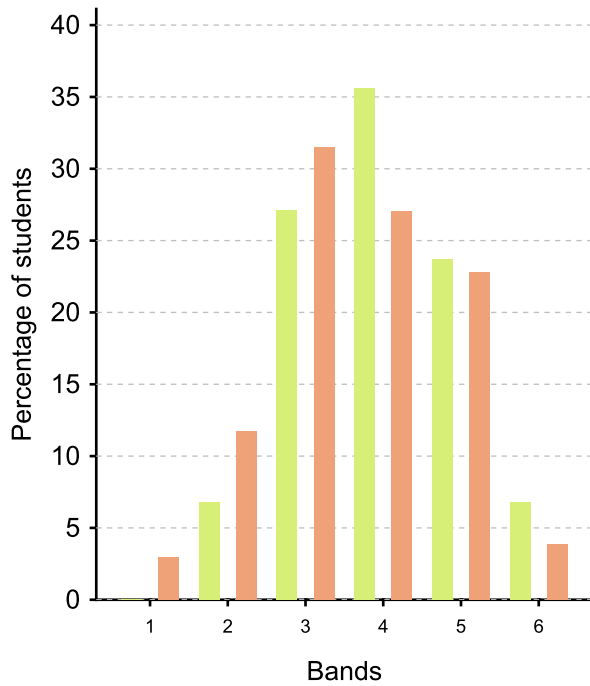
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation

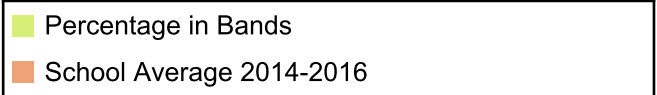
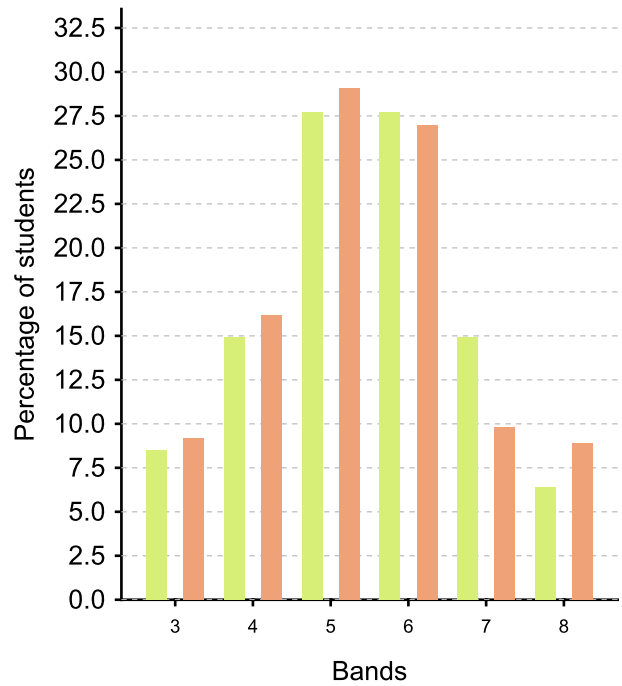


Percentage in Bands
School Average 2014-2016

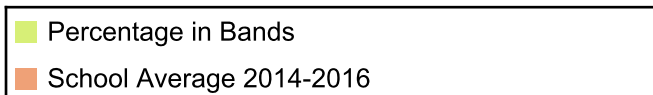
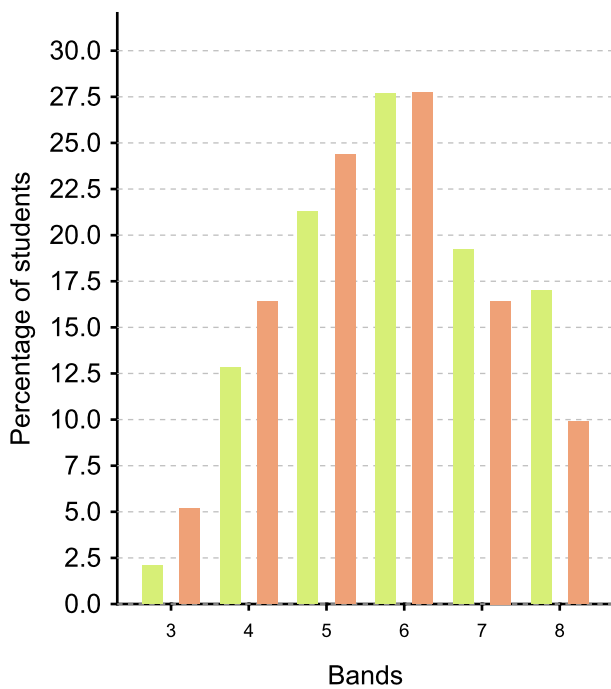
Percentage in bands:
Year 3 Writing



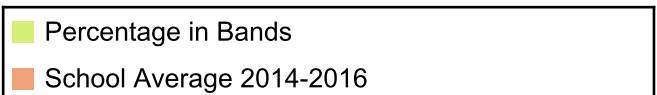
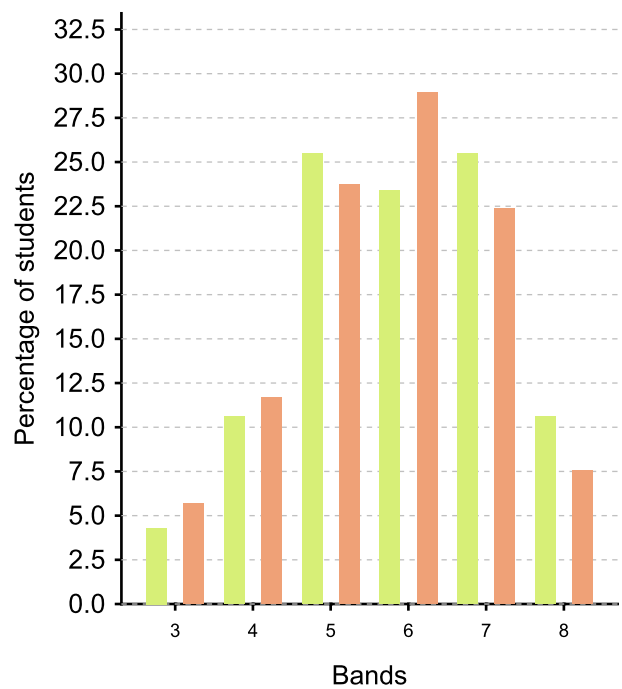
Percentage in bands:
Year 5 Reading



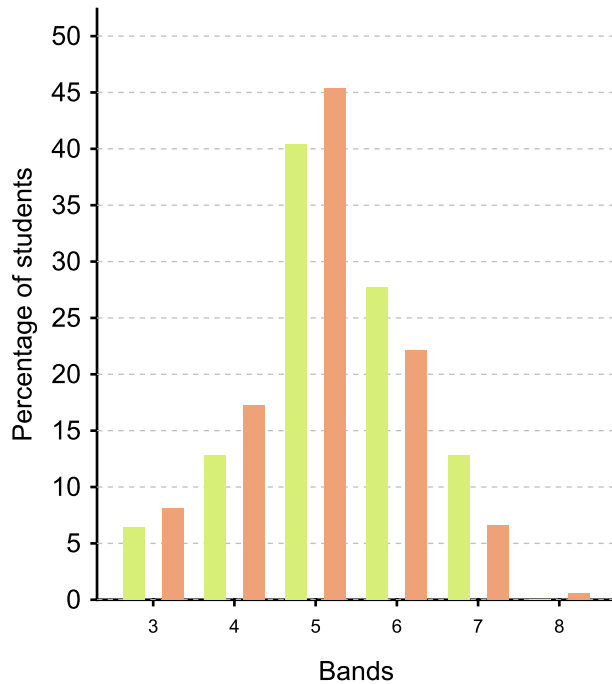
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

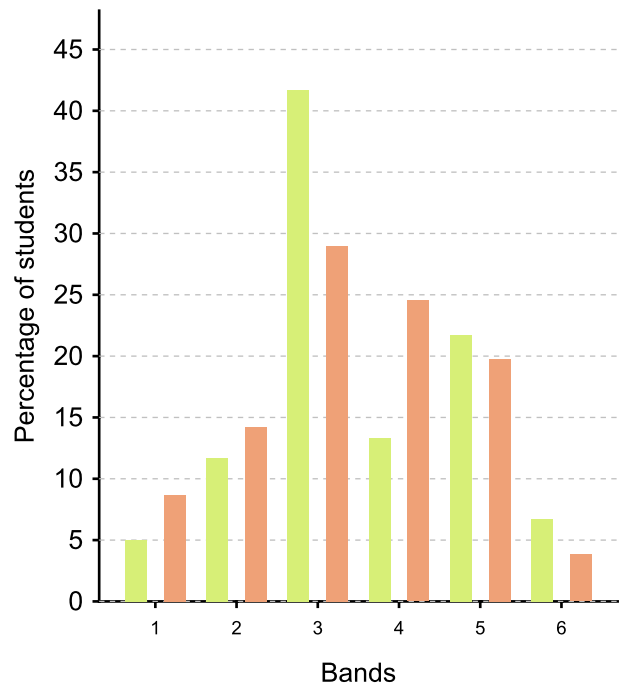


Percentage in Bands
School Average 2014-2016

A sustained focus on improving Numeracy skills of students has seen a diminishing of what used to be a heavy bottom in band achievement. The school is focussed on increasing the number of students achieving in the top two bands, with the view to significantly reduce the number of students achieving in the bottom two bands.

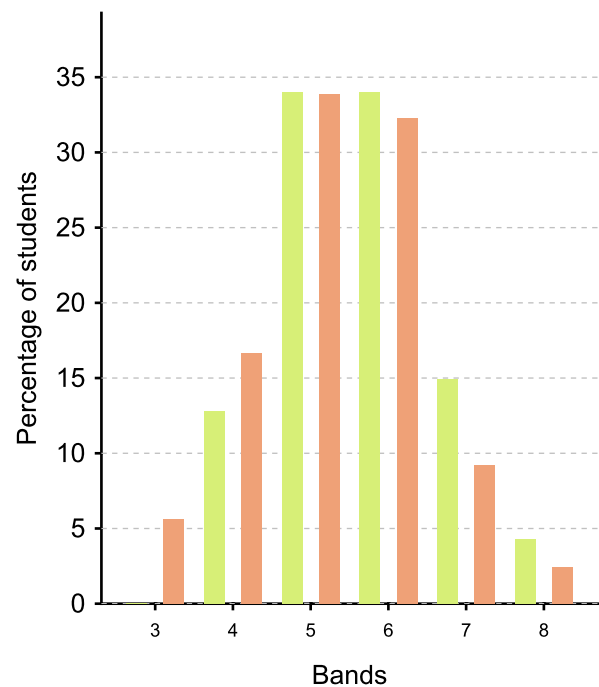
To support the improved achievement goal, the school will commence an initiative of streaming Mathematics classes 3–6.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Family and community networks are extremely satisfied by the schools efforts to involve families in relevant decision making. The school has strong links with local community groups who provide advice about Aboriginal education, resources to build appreciation of our culturally and linguistically diverse community, as well as using these links to reach out to families.

The school uses the SRC and P&C as the central consultation group, hosting meetings to discuss programs and policies, gain their ideas and feedback.

Families and community members are invited to participate in school-wide training programs to support teaching and learning programs across the school.

The school is well within the 'Building' phase of the Empowering Local Schools" School Community Engagement Matrix".

Policy requirements

Aboriginal education

Edgeworth Heights Public School is committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education.

It is our goal that, Aboriginal students will match or better the outcomes of the broader student population.

Edgeworth Heights Public School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal people as the First Peoples of Australia. To achieve this, the staff are provided Aboriginal cultural education.

Edgeworth Heights Public School is committed to collaborative decision making with Aboriginal parents, caregivers, families and the community. Staff consult and seek advice from the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.) on Aboriginal education and training.

Multicultural and anti-racism education

At Edgeworth Heights Public School, community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding. This is supported by the provision of teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society.

Edgeworth Heights Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

Students who are learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Through differentiated curriculum and specific teaching and learning programs, teaching and support staff address the learning needs of students from culturally and linguistically diverse backgrounds requiring specific support.

Other school programs

Every Student, Every Opportunity

Learning support plans/programs are developed, implemented, monitored and reviewed with students, parents, teachers and community. Appropriate, individualised curriculum is provided in key learning areas determined by the student's needs and planning priorities.

Teachers constantly make decision about adaptations to curriculum and instruction and use a range of planning, teaching and assessment strategies. School organization allows for the effective coordination of the full range of equity, literacy and numeracy policies currently in operation.

The school actively examines beliefs, attitudes and expectations of the school community to learning support issues and identifies and addresses challenges for developing inclusive school communities.

The school works in collaboration with community members and agencies that contribute to and support students' learning, participation and engagement in schooling.

The school is modelling Level 3 Best Practice in Student support and development, Teaching Learning and Curriculum, School Organization and Resource Management, and Community Participation" of the Learning Support Team Matrix.