

Engadine West Public School

Annual Report



2016



4292

School background

School vision statement

The Engadine West School Community seeks to work together to provide educational programs which will allow its students to live happily and work successfully in the 21st century.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. We are a foundation member of the “Community of Schools on the Park” which strives to maximise student learning opportunities and showcase public education. Our professional staff demonstrate dedication and commitment to quality 21st century education. We provide an extensive range of highly, engaging programs K–6 that cater for the needs of all students. Engadine West Public School prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C who work in partnership with the school. The social, emotional and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to reach their full potential through their participation in a variety of educational programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with special learning needs and strong partnerships between home and school maximise student outcomes. Our school has clear expectations for all school community members. We follow a positive behaviour for learning model where expectations are explicitly taught and positive outcomes are constantly celebrated.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning, teachers are committed to strengthening and delivering on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring positive conditions for student learning. Engadine West PS has well developed policies, programs and processes which identify, address and monitor student learning needs. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis of discussions with parents. Students at the school are showing expected growth on internal school performance measures.

In the domain of teaching, teachers regularly review and revise teaching and learning programs. All classrooms are well managed, with well–planned teaching taking place, so that students can engage in learning productively with minimal disruption. When planning, teachers take into account data analysis and assessment is regularly used to help monitor student learning progress. Teachers work together to improve teaching and learning in their stage and year groups. The provide and receive planned constructive feedback to improve teaching practice. The school identifies expertise within the staff and draws on this to further develop the professional learning community. Teachers actively share learning from targeted professional development with others and actively engage in planning for their own professional development.

In the domain of leading, staff can articulate and are committed to the purpose of each strategies direction in the school plan. Monitoring, evaluating and reviewing processes are embedded in school's procedures and are completed regularly, with accompanying milestones and timelines directing the implementation of the school plan. Physical learning spaces are used flexibly and technology is accessible to staff and students. Strategic financial management is used to maximise resources available to implement the school plan. Practices and processes are responsive to school community feedback.

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.

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

Staff will have the capacity to provide high quality, systemic and explicit teaching practices in all learning areas.

Purpose

To promote a shared professional culture of excellence through the provision of challenging and engaging future focussed learning experiences that enable students to achieve their full potential.

Overall summary of progress

Collaborative formation of teaching and assessment strategies has driven our professional learning. Staff have aligned their Performance and Development Plans (PDP), the school plan, student data led needs and the Australian Professional Standards for Teachers. This has attributed greater differentiation and improved quality teaching within each class and the whole school. All teachers have initiated differentiation within their practice of their own classroom of approximately two hundred students per stage. Training has been identified within a deeper understanding of student data feedback in order to meet the needs of the students. This is being tracked, monitored and evaluated within a cycle of continuous improvement. The staff continue to implement new procedures into their practice and new syllabus into the school within the context of 21 century learning or future focused learners. Implementation work has begun and the teachers continue to develop their skills and expertise within the fundamental shift of pedagogy, resources and engagement of this concept. Further establishment and implementation will continue for the new year. Consistent teacher judgement initiatives introduced last year have continued and form collaborative refinement to the school's use of student data to lead and guide our teaching and form a foundation to our formative assessment practices. A deeper analysis of student data is extending our focus and engagement upon student needs and will continue for 2017 within the School Excellence Framework (SEF).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% increase in the top three skill bands for Year 3 and Year 5 students in literacy and numeracy.	Amalgamated whole school student data from 2014 to 2016 has displayed a 6.3% growth in students within these top two bands.	\$4050
Analysis of PLAN data indicates that students demonstrate individual growth along clusters annually.	Developed and implemented school wide PLAN data recording, assessment and evaluation to identify K–6 student performance. An average of 5% growth was evident in PLAN data. Embedded quality teaching and action research to enhance classroom teaching practices. Refined effective teaching feedback for teacher observations.	\$3200
Increased implementation by teachers of the Quality Teaching Framework (QTF).	Action research (2016) for explicit teaching in differentiation was implemented, trialled and is being refined.	\$1000 plus QTSS allocation.

Next Steps

Focus our professional learning upon a student identified need of writing in a sustained, higher impact, in depth professional learning model for 2016

Progress the implementation of genius hour from implementation into an established whole school practice for gifted and talented pedagogues for all students.

Utilise the 4C model for futures learning as an exposure practice into our writing professional learning.

Continue to assess and refine our programming, assessment and reporting strategies as best practice, significant and efficient.

Strategic Direction 2

Students will be successful life-long learners and responsible global citizens in the 21st century.

Purpose

To ensure that students have the capabilities to contribute positively to an ever changing world in which they think respectfully, logically, and creatively as confident, active and informed citizens of the future.

Overall summary of progress

This year all teachers developed meaningful self-reflection practices in the learning areas of numeracy and history. 66% of staff believe that the student-self reflection process has increased their knowledge of individuals' acquisition of concepts from a lesson or unit of work and 64% of staff are committed to implementing student self-reflection in other learning areas. All teaching staff collated information for every student in regards to their specific needs. This information was utilised to determine specific learning adjustments (the writing of individual learning plans) and the allocation of specialist support for individual students. Staff engaged in ICT professional learning and visited other schools to observe best practice. Individual staff confidence and skills in ICT has subsequently improved and is evidenced by the increased use of ICT throughout learning programs in the classroom K-6. Workshops focussing on 21st century technology practices enhancing student learning outcomes were delivered, following this 85% of staff indicated that they would be making changes to their classroom teaching practice and utilising Google apps in the classroom. Work on a school "Student well-being and engagement policy" is in progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students annually demonstrate individual growth in all learning areas.	We have implemented a new IT process at the end of this year (SENTRAL) that will enable us to determine all students' growth in all learning areas from 2017.	\$3500
5% increase in the top three skill bands for Year 3 and Year 5 students in NAPLAN by 2017.	Amalgamated whole school student data from 2014 to 2016 has displayed a 6.3% growth in students within these top two bands.	\$2000
Annually, 100% of students individually move forward on the literacy and numeracy continuums (PLAN).	PLAN data from 2015 to 2016 has shown a student performance growth rate of 1.71416%. All students in 2016 have displayed progress upon the continuum.	\$4750

Next Steps

Establish a whole school culture where student self-reflection upon writing supports the development of individual student goals referenced by PLAN data.

Further improve the adjusted learning programs for Aboriginal students and students with support needs.

Increased professional learning for staff in using ICT to support the improvement of student outcomes.

Strategic Direction 3

Strong, positive school community partnerships.

Purpose

To ensure all members of the school community are working in partnership towards the common goal of nurturing the intellectual, physical, social, emotional, ethical, spiritual and aesthetic development of every student.

Overall summary of progress

This year community partnerships and communication systems have been strengthened and improved. Communication with staff, parents and community groups in the management of events, programs and policies has been enhanced and parents have an increased understanding of teaching and learning practises in classrooms. Staff have been trained in the use of new systems for managing information, with continuous learning in these new systems ongoing. Positive Behaviour for Learning (PBL) is embedded in all class learning programs and is a visible and effective system for promoting a positive school environment. Clarification of management of behaviours has occurred, with staff demonstrating an enhanced understanding of expectations in managing inappropriate behaviours. Student leaders have been involved in the promotion of PBL through the 'Beediator' student leadership program. A PBL school wide systems survey has been evaluated and annotated and future priorities have been identified.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent understanding of what teachers do, reflected in positive community feedback.	Parent workshops for Kindergarten in the areas of speech therapy and occupational therapy delivered. K-2 to Yrs 3-6 transition. Survey shows 100% of participants had increased understanding of Teaching and Learning in Primary school. Parents surveyed to identify highest priorities for information workshops in each stage.	\$4300
Greater links established with the community in supporting student learning, as reflected in the school organisation, management and educational practices.	The Family Fun Day was successfully completed, raising more than \$50000 for the school. A summary of the school's communications tools and processes was created and shared with the community. Teacher's workshops for community of schools staff delivered by stage two teachers and attended by all other teaching staff at various schools.	\$4300

Next Steps

Continue ongoing planning with Community of Schools on the Park (COSOTP) for the implementation of further workshops.

Respond to change by implementing LMBR effectively and embedding into communication systems.

Revise parent information workshops in light of changes to staff and then deliver workshops.

Ensure all staff have copies of PBL program and continue positive momentum of PBL by planning for future and refresher for all staff.

BYOD- formulation and communication of policies for Bring Your Own Device to staff, students and community.

Organise and promote a showcase of EWPS performing and creative arts groups to promote and celebrate school success.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Identification and writing of personalised learning plans</p> <p>Koori Kids on the Park excursion</p> <p>Whole school Aboriginal excursion</p> <p>Establishment and attendance of local AECG</p>	\$8 060.84
Low level adjustment for disability	<p>Students identified requiring additional support had individual education plans written.</p> <p>SLSO support provided to identified students requiring additional support in the playground and the classroom</p> <p>Incidents of anti social behaviour decreased in 2016</p> <p>An increase of of students identified and participated in the BEAR reading program</p>	\$42 137.00
Quality Teaching, Successful Students (QTSS)	<p>Teachers provided time to observe colleagues, supervisors provided time to observe teachers</p> <p>Time provided for teachers and supervisors to meet to provide feedback on classroom observations and performance and development plans</p>	0.566 staffing allocation
Support for beginning teachers	<p>New scheme teacher performance and development plan developed, monitored, feedback provided, additional release from face to face teaching time provided, mentoring and programming support provided</p> <p>Supervisor provided time to meet with new scheme teacher on a weekly basis</p> <p>New scheme teacher accreditation accomplished</p>	\$4 080.73
School and P&C Partnerships	<p>An amount of \$30 000 was committed from the P&C over three years (\$10 000 a year for three years), this being the third year of the commitment. iPad apps were purchased, staff members were up-skilled in the management of iPads. As a result, 60 iPads were allocated for class use and were utilised by Kindergarten to Year 6 enhancing (through substitution and augmentation) the education programs in classrooms</p>	\$10 000
Student Leadership	<p>Twelve Year 5 students attended a leadership camp with one staff member. Students participated in playground monitoring called the 'Beediator' program, supporting minor incidents in the playground. A decrease of incidents was recorded for this year</p> <p>Prospective school leaders participated in the Year 5 leadership program. Six student leaders chosen for 2017</p>	\$1 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	381	378	375	380
Girls	373	383	383	371

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96.4	96.1	96.6
1	96	95.9	95.5	96.2
2	95	95.9	95.6	94.9
3	95.9	95.6	95.3	95.3
4	95.8	95.6	95.3	94.2
5	96.9	95.8	95	95.4
6	94.6	95.5	94.6	94.6
All Years	95.9	95.8	95.3	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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.64
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At EWPS 2016 4 Teachers identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	0.53
Postgraduate degree	0.47

Professional learning and teacher accreditation

Regular professional learning was undertaken by all teaching staff during 2016. Staff members participated in professional learning once per week at school. This was in addition to staff attending external professional development courses. All teaching staff assisted in delivering professional learning at school during 2016. The school devised its school professional learning in collaboration with staff upon the needs of staff, students and school community by the interpretation of data from numerous sources in conjunction with Teachers Professional Learning Plans and school plans within the School Excellence Framework.

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	406 703.10
(2a) Appropriation	341 307.32
(2b) Sale of Goods and Services	10 210.23
(2c) Grants and Contributions	54 909.81
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	275.74
Expenses	-260 021.37
Recurrent Expenses	-260 021.37
(3a) Employee Related	-129 900.18
(3b) Operating Expenses	-130 121.19
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	146 681.73
Balance Carried Forward	146 681.73

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	4 651 868.46
Base Per Capita	40 766.95
Base Location	0.00
Other Base	4 611 101.50
Equity Total	174 451.18
Equity Aboriginal	7 660.84
Equity Socio economic	32 434.55
Equity Language	400.00
Equity Disability	133 955.79
Targeted Total	21 420.01
Other Total	159 735.84
Grand Total	5 007 475.49

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 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.



Parent/caregiver, student, teacher satisfaction

This year the school accessed and utilised the Tell Them From Me Surveys to gain and measure satisfaction for parent / caregivers, students and staff.

Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Students

Your version of the **Tell Them From Me** student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 270 students in this school that participated in the survey between 14 March 2016 and 4 April 2016. The number of students by year level is:

Year 4: 111, Year 5: 91, Year 6: 68

The results by year level for any years with at least 5 students. These are compared with NSW Government norms, which are based on the results for all students who participated in the Tell Them From Me, Department of Education survey in 2015 at the year levels found in this school. For details on the survey see www.thelearningbar.com.

The school compared very favourably against the NSW Government norm. For the convenience of this report two drivers have been selected for reporting; effort and skills challenge. Overall the Tell Them From Me surveys have been very valuable and all of these surveys have affected the school's interpretation of data and guided the school's development.

Effort

Students try hard to succeed in their learning.

- 94% of students in this school tried hard to

succeed; the NSW Government norm for these years is 88%.

- 98% of the girls and 91% of the boys in this school tried hard to succeed. The NSW Government norm for girls is 90% and for boys is 85%.

Skills-challenge

Students feel challenged in their English and Mathematics classes and feel confident of their skills in these subjects.

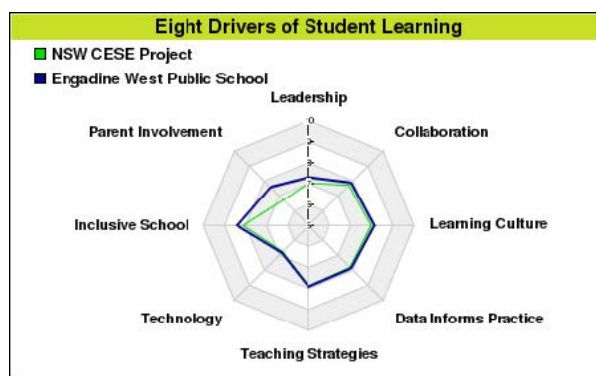
- 42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for these years is 53%.
- 31% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%.
- 23% of students were not confident of their skills and found English or Mathematics challenging. The NSW Government norm for this category is 14%.
- 4% of students lacked confidence in their skills and did not feel they were challenged. The NSW Government norm for this category is 7%.

The results signify that higher expectations in skills-challenges should be examined.

Teachers

Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in following chart. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Engadine West Public School.



Policy requirements

Aboriginal education

Our school continues to provide support for Aboriginal students and delivers learning programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Acknowledgement of Country is delivered weekly in school assemblies and ceremonies. This year K–6 students attended an Aboriginal incursion presented by the Koomurri group. The performance was based on Aboriginal Dreamtime and involved dance, music and costume. Some students had the opportunity to perform on stage.

A small group of students participated in the 'Koori Kids on the Park' event with the aim to provide a network for Aboriginal families in the school community. The event, which took place in the Royal National Park, included Aboriginal stories, games and looking for carvings.

One student was nominated by their teacher and received a Deadly Kids Award from the Executive Director for academic achievement in the school. All Aboriginal students have personal learning plans developed in consultation with the teachers, parents and students. These plans outline each student's strengths and areas for development. Students have also set learning goals to achieve over short and long periods of time. These plans will be reviewed each year. Some Year Four students have participated in the Koori Art Expressions program which involved the study of a story and development of various art techniques.

Students submitted their interpretation of the NAIDOC theme across three canvases that were displayed in the Maritime Museum until January 2017. In order to assist in cross curricula understanding of place and culture, the school has purchased resources in history and geography which promote historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. These resources will support students K– Yr 6 in developing an understanding of the past and present from an Aboriginal perspective.

Multicultural and anti-racism education

Multicultural education continues to be integrated into many aspects of our school curriculum. To celebrate Harmony Day this year students were encouraged to showcase orange as a symbol of unity. Students used orange as a foundation to convey thoughts and feelings through writing and creative arts pieces upon the unity, symbolised by orange. These pieces were then prominently displayed within the school's library and around the school. Student Representative Council members held fundraising events to raise money for the school's sponsorship of a child in Africa. In many classrooms students are encouraged to welcome the teacher in a focus language each week.

Other school programs

Beediators program

This year has been the second year we have been able to continue to train future leaders to assist on the playground. This program has been developed as part of our PBL system; for future leaders to support the teachers on the playground with minor issues.

Beediators help students to get along with others successfully in the playground and to try and find a resolution without teacher involvement. Beediators had a full day of training to ensure they were equipped with the skills necessary to cope in all situations. This program helps our students leaders to develop their leadership skills.

Environmental education

Students from Stages 2 and 3 have been involved in a garden program called Bright Green Sparks. This has been the basis of our environmental education program in 2016. Funding for this program was made possible due to a grant from SUEZ. Students have been taught the fundamentals of vegetable gardening with the assistance of parents and teachers. As well as lunchtime duties, students were involved in three gardening afternoons. Students planted a winter crop in Term 2 and harvested during Terms 3 and 4. A summer crop was planted in Term 4. In addition, a teacher from the Royal National Park gave assistance with the provision of a compost bin and associated instruction. As part of National Tree Day, students from all classes were involved in the planting of trees and shrubs in various locations around the school. The trees were provided by Sutherland Shire Council. In order to expand our native garden and environmental education program, our school applied for and received an ECO–school grant of \$3500 and a grant from the Sutherland Trade Union Club for \$2000. This project will be commenced in 2017.

Public speaking

This year our school has continued to be most successful in the public speaking program. At the Woronora River Network Final all four students performed admirably in their respective stages. The Early Stage One representative achieved a participation certificate, the Stage One student achieved first place, the Stage Two student achieved the runner–up award and the Stage Three representative received a participation certificate. Our Stage One student who competed in the Ultimo Operational Directorate Primary Schools Public Speaking Competition achieved ultimate success with winning the competition. Our school has consistently performed well in network finals in recent years. These achievements reflect the excellent and effective public speaking program conducted in the school.

In the local finals of the Multicultural Perspectives Public Speaking Competition we were again successful in taking four students to the Zone level of competition. Two participants from Stage Two spoke exceptionally well, with one student achieving a highly commended and the other a participation certificate. Two other students also achieved participation certificates. All students should be encouraged by these results and commended for their efforts.

Student Representative Council (SRC)

This year the SRC has been very helpful in representing students at the school. They have met regularly throughout the year to share ideas on what

the individual students would like for the school. Through these meetings, we have purchased noughts and crosses for the wall in the playground. Students assisted during the Biggest Morning Tea to raise money for cancer. We held a mufti day to raise money for Aicha – the African girl sponsored by the school. The SRC students have regularly helped to collect fundraising money for other events and they also have a roster to care for the playground sandpit. Due to a very busy year with other events and fundraisers, the SRC has not been able to raise any extra money for the students to purchase new things for the playground. SRC members also participated in the Anzac Day ceremony and Remembrance Day ceremony. Students have been very forthcoming to help with new school initiatives throughout the year.