

# Eden Public School Annual Report



2017



1816

## Introduction

The Annual Report for **2017** is provided to the community of **Eden Public School** as an account of the school's operations and achievements throughout the year.

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

Tanja Vogt

Principal

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### Message from the Principal

2017 has been another successful year for our school, with our academic performance, continuing to improve. Highlights from 2017 include:

Students from Kindergarten to Year 2 have demonstrated excellent results in numeracy, reading and writing.

- Currently, over 78% of our students in K–2 are reading at or above expected reading levels.
- There has also been strong growth in writing, with student achievement increasing by 20% by the end of Year 1.
- In addition, more than 80% of students, from Kindergarten and Year 1, are at or above expected numeracy levels.

Our Year 3 NAPLAN results demonstrated growth in Literacy and Numeracy from the previous years, with reading increasing by more than 11%. Our Year 5 NAPLAN results showed improvement in all areas of assessment. This year, 20 students participated in the NSW universities competitions. We had 5 students who received a Distinction result. All students are to be commended on their efforts. With these pleasing results, it is vital that for 2018 we all continue to set high expectations for all our students.

We continue to implement programs that increase opportunities for all our students. Breakfast Club, Eden Idol, School Garden, French, Robotics, our Koori Dancers and our Music Program continue to be popular.

Thank you all for making 2017 such a wonderful year at Eden Public School. In closing, I would like to recognise and thank all the students, teachers, support staff, parents, carers and community members who have made it possible.

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

## School background

### School vision statement

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

Edén Public School provides quality education where children are encouraged to

**“Dare to Dream”**

and

**“Act to Achieve”**

### School context

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the **Learning** domain our evaluation explored the elements of Assessment and Reporting, Learning Culture, Wellbeing and Student Performance Measures.

**Our strengths** in these areas are;

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

contextual decision-making and planning.

**The areas for further focus** and inclusion in the 2018 School Plan are;

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

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

**Our strengths** in this area are;

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

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

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

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

**Our strengths** in this area are;

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

**The areas for further focus** in this area are;

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

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

For more information about the School Excellence Framework:

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Teaching and Learning

#### Purpose

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

#### Overall summary of progress

Quality teaching, assessments and the use of effective feedback have been the key focus of professional learning in 2017. This approach has been designed to support growth measures in the Teaching and Learning strategic direction. Continuous professional learning was implemented for all staff K–2 to continue the explicit focus on student expected growth benchmarks. This professional learning was supported by the L3 strategy in accordance with EAFS guidelines and accountabilities. The schools Instructional Leader has supported the continuous improvement cycle by careful tracking and monitoring of each student. The school co-funded this position to support students in Year 3.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
That ALL students in Year 3 and Year 5 will match or better state averages for the National minimal standard level in Numeracy.	Employment of an extra teacher to reduce teacher/student ratio allowing more time for individualised learning.  Professional Learning in L3 (\$13,486)	72.5% of all students in Year 3 and 82.9% of all students in Year 5 performed at and above national minimum standards for numeracy. These percentages represent a slight increase in the number of better performing students in Year 3 but a more than 10% increase for the students in Year 5.
That 50% of ATSI students in Year 3 and 5 will perform at or above National minimal standards for Reading and Numeracy in 2015–2017.	Employment of an Aboriginal tutor to support students to improve learning outcomes.	87.5% of ATSI students in Year 3 performed at national minimal standard for reading. 85.8% of ATSI students in Year 5 performed at and above the National minimal standard for reading and 85.7% of students in Year 5 performed at and above for numeracy in the 2017 NAPLAN assessments.
100% of staff are using school Scope and Sequence for Literacy and Numeracy by 2017.		Staff have developed scope and sequence documents for K–6 in Mathematics and Assessment and Reporting. Stage based scopes and sequences are in place for English, ready to be finalised in early 2018.

#### Next Steps

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

- Engage whole staff in Professional Learning about data conversations and continue to strengthen consistent teacher judgement through rigorous data analysis that drives the development of relevant and timely teaching and learning plans.
- Continue to share teacher expertise.
- Increased Professional Learning opportunities in Mathematics and writing.

## Strategic Direction 2

### Leadership and Management

#### Purpose

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

#### Overall summary of progress

Staff continue to deepen their understanding of the Australian National Teaching standards to support their ongoing Performance and Development Plans. Staff development and training have supported the increased whole school knowledge and confidence in using this document. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for collaborative growth and success .

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of staff will be accredited as proficient teachers with 20% of staff achieving highly accomplished and lead teacher accreditation by 2017.	\$4000	41% of staff are accredited with 20% working towards their Highly Accomplished accreditation.
All teachers will have completed training in the new Australian curriculum for Science and Technology and History by the end of 2015 geography by the end of 2016.		All staff have engaged in professional learning opportunities to complete training in all the new curriculum documents. KLA committees are continuing to support staff.
Coaching will be the model that supports Performance Development Plans within the school. In 2015, 20% of teachers will be using coaching with students, in 2016, 40% and 60% by 2017.		The school experienced some change in the executive structure in 2017. Coaching workshops were not available in the area in 2017.

#### Next Steps

Eden Public School will continue to support and monitor beginning to experienced teachers to achieve accreditation and maintain currency. Regular staff development will support this plan.

The knowledge and skills needed to be confident with current syllabus use will be supported with ongoing professional development.

## Strategic Direction 3

### Equity and Well-Being

#### Purpose

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

#### Overall summary of progress

The wellbeing and equity aspects that affect our students is of the utmost importance to us in order to allow our students to achieve their personal best. The community of Eden Public School work tirelessly to ensure that all our students are well catered for and have the capacity to thrive in their education. The school invests heavily in this strategic direction, funding programs such as KidsMatter, PBL, Breakfast Club, Music, Garden, Sporting for Schools alongside others.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data will report increased engagement with the community and authentic positive partnerships. This will be surveyed at the end of 2015, 2016 and 2017.		Parents completed the Tell Them From Me Survey. The results demonstrated that we aligned with NSW Government norms in the aspects of; Parents feel welcome, Parents are informed, Parents support learning at home and school supports positive behaviour. Our results in the areas of School supports learning and inclusive school were above NSW Govt norms and Safety at school was below the norm.
Aboriginal student attendance will match or better that of state averages.	\$392	Eden Public School Aboriginal student attendance was 87.80% whilst the rate for the state was 84.89%.
ATSI students will increase performance in reading from 85.7% of Year 3 students in Band 2 for reading in 2014 to more than 50% in Band 3 for 2016 and Year 5 from 27.3% in Band 4 in 2015 to 50% in Band 5 for 2016.	\$1604	87.5% of Aboriginal students in Year 3 performed at and above in Reading.  85.7% of Aboriginal students in Year 5 performed at and above in Reading in 2017.

#### Next Steps

The school will continue to implement the key programs in the strategic direction to keep all students engaged in their learning.

School attendance will continue to be regularly monitored.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$32,301	<ul style="list-style-type: none"> <li>• Aboriginal attendance has been monitored and celebrated.</li> <li>• Students were provide with extra tutoring through the MultiLit program.</li> <li>• All Aboriginal students had the opportunity to participate in Koori dance and perform at significant events.</li> <li>• The school garden is working with external Aboriginal organisations to create a cultural garden calendar.</li> <li>• Our AEO provides extra learning opportunities for our students and supports local families to maintain good school attendance.</li> <li>• All Aboriginal students had Personal Learning Plans and had opportunity to set goals in the Mgoals website.</li> </ul>
<b>Low level adjustment for disability</b>	\$73,404	<ul style="list-style-type: none"> <li>• Staff in all support classes were provided with extra Professional Learning opportunities to ensure they were well equipped to manage students in their care.</li> <li>• Targeted students received support from SLSO's to enhance their ability to fully access the curriculum.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>In term 3 and 4, an Assistant Principal was relieved from class one day a week to work side by side with teachers in the classroom, to collect data and carry out data analysis. The key transition points for students between Kindergarten to Year 1, and Year 2 to Year 3 were identified as requiring the most support for teachers and students. The intention was to grow quality pedagogy across Kindergarten through to Year 4 and encourage deep professional dialogue between colleagues. Teachers were given the opportunity to discuss their teaching practice with colleagues, in order to share ideas and ensure a consistent approach to curriculum delivery is achieved. Data collection and analysis was a key strategy to provide quality information for teachers to guide future practice. Evidence based teaching was encouraged and processes were embedded to collect valid data and provide regular feedback for teachers to support student learning.</p>
<b>Socio–economic background</b>	\$213,674	<ul style="list-style-type: none"> <li>• KidsMatter to support good mental health and well–being.</li> <li>• PBL training updates and implementation.</li> <li>• Language, Learning and Literature (L3)</li> <li>• Technology upgrade</li> <li>• Student Learning Support Officers</li> <li>• Employment of a teacher/s</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	146	153	153	138
Girls	113	118	118	129

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	94.1	93.8	93.3
1	94.3	94.1	93.3	93.2
2	93.6	92.9	93.6	91.8
3	94.5	93.1	92.7	92.2
4	93.3	93.3	91.9	94
5	95.3	92.5	93.1	93.8
6	93.2	93.9	90.4	90.4
All Years	94	93.4	92.7	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Positive attendance is celebrated at Eden Public School.

If a student is absent from school without explanation, an SMS is sent to the parent to provide a reason for the absence. Parents generally provide an explanation. If a student is away for 3 days with no explanation, the teacher must ring the family for an explanation. Ongoing poor attendance patterns are referred to the Learning and Support team and to the Home School Liaison Officer for further intervention.

## Class sizes

Class	Total
KP	16
KC	17
1C	21
1D	18
2U	17
2B	17
3-4E	24
3K	28
4C	25
5-6L	20
5-6H	18
5-6E	19

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	11.43
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.62
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

In 2017 the school had one casual teacher seeking accreditation at the Proficient level. 7 staff members at our school are accredited and are currently in the maintenance cycle. The remainder of the staff are pre-2004 appointed teachers and will all become accredited in 2018. All staff had the opportunity to participate in Professional Learning opportunities throughout 2017. Professional Learning was funded from;

- Professional Learning
- additional allocation of school funds and
- RAM Location Loading funds.

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

- Leadership and career development
- Welfare and equity
- Literacy and Numeracy
- Other/school priority
- Quality teaching
- ICT
- Syllabus
- Mandatory training. Professional Learning activities included staff meetings, school development days, visiting consultants, off site training, conferences, video conferences, adobe connect sessions and workshops. Total PL expenditure was \$37,559 with the average

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>221,771</b>
Global funds	163,660
Tied funds	198,892
School & community sources	11,061
Interest	1,795
Trust receipts	1,184
Canteen	0
<b>Total Receipts</b>	<b>376,592</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	195
Excursions	3,255
Extracurricular dissections	52,728
Library	907
Training & Development	0
Tied Funds Payments	160,335
Short Term Relief	27,279
Administration & Office	12,505
Canteen Payments	0
Utilities	21,077
Maintenance	25,985
Trust Payments	1,690
Capital Programs	0
<b>Total Payments</b>	<b>305,957</b>
<b>Balance carried forward</b>	<b>292,406</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	689,739
Appropriation	642,201
Sale of Goods and Services	558
Grants and Contributions	46,202
Gain and Loss	0
Other Revenue	0
Investment Income	778
<b>Expenses</b>	-523,581
Recurrent Expenses	-509,981
Employee Related	-352,323
Operating Expenses	-157,658
Capital Expenses	-13,600
Employee Related	0
Operating Expenses	-13,600
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	166,158
<b>Balance Carried Forward</b>	166,158

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,911,397
Base Per Capita	44,045
Base Location	46,308
Other Base	1,821,044
<b>Equity Total</b>	457,255
Equity Aboriginal	95,357
Equity Socio economic	226,650
Equity Language	0
Equity Disability	135,247
<b>Targeted Total</b>	594,671
<b>Other Total</b>	281,246
<b>Grand Total</b>	3,244,569

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

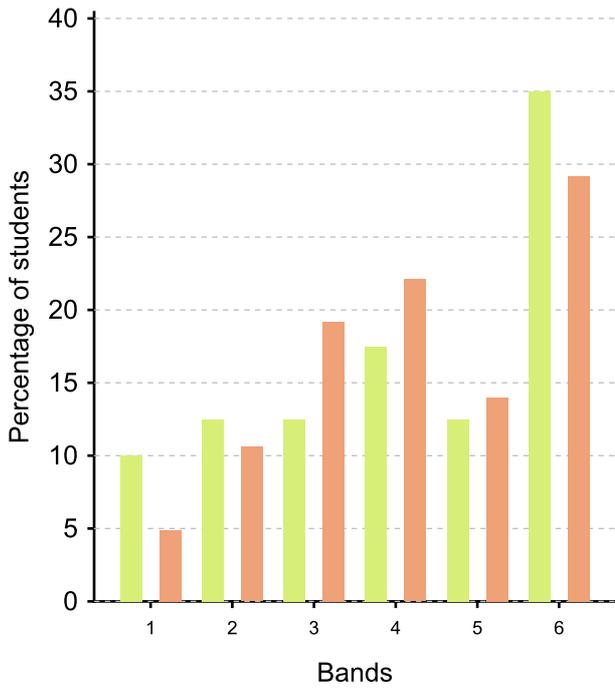
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

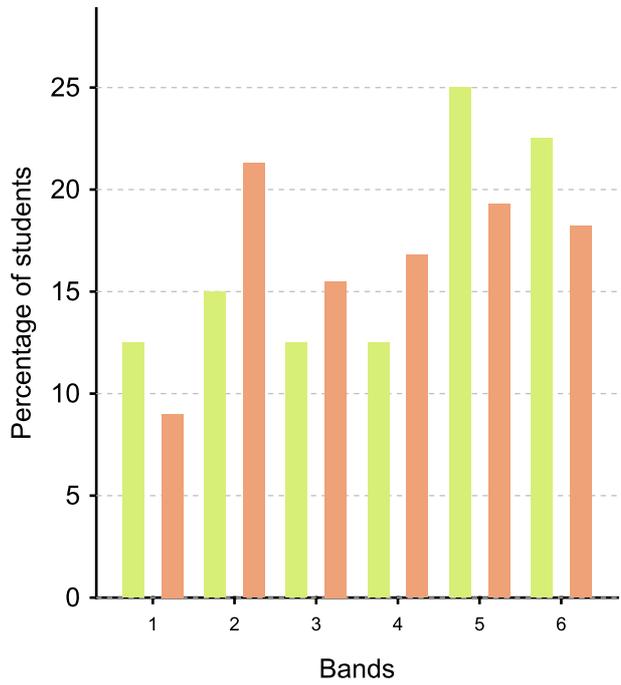
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	10.0	12.5	12.5	17.5	12.5	35.0
School avg 2015-2017	4.9	10.6	19.2	22.1	14.0	29.2

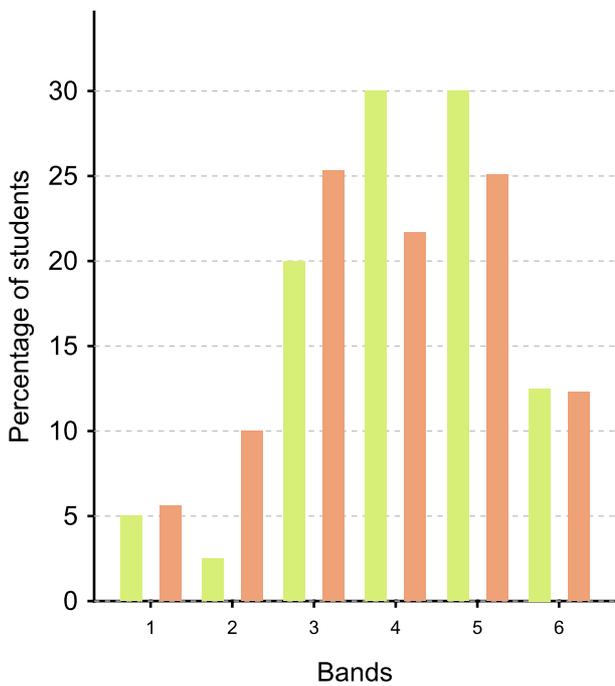
Band	1	2	3	4	5	6
Percentage of students	5.0	2.5	20.0	30.0	30.0	12.5
School avg 2015-2017	5.6	10.0	25.3	21.7	25.1	12.3

**Percentage in bands:**  
Year 3 Spelling

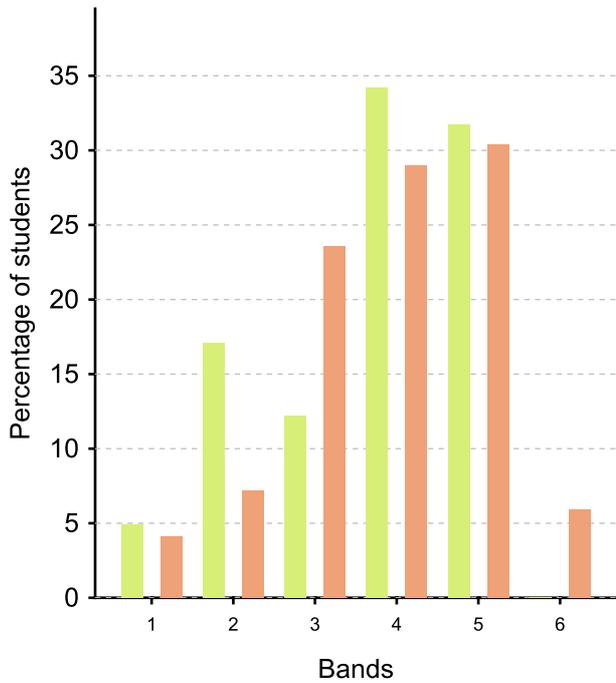


Band	1	2	3	4	5	6
Percentage of students	12.5	15.0	12.5	12.5	25.0	22.5
School avg 2015-2017	9.0	21.3	15.5	16.8	19.3	18.2

**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Writing

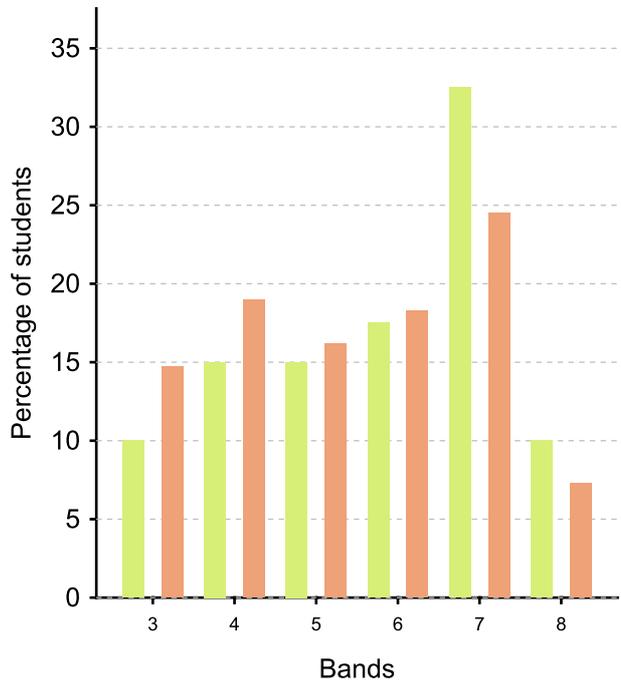


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.9	17.1	12.2	34.2	31.7	0.0
School avg 2015-2017	4.1	7.2	23.6	29.0	30.4	5.9

Band	3	4	5	6	7	8
Percentage of students	7.5	22.5	12.5	17.5	15.0	25.0
School avg 2015-2017	14.0	20.0	19.2	17.5	14.0	15.3

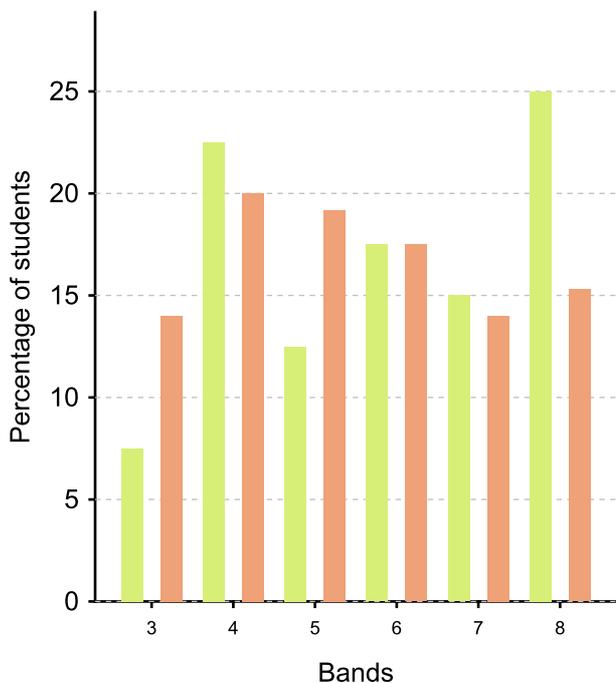
**Percentage in bands:**  
Year 5 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

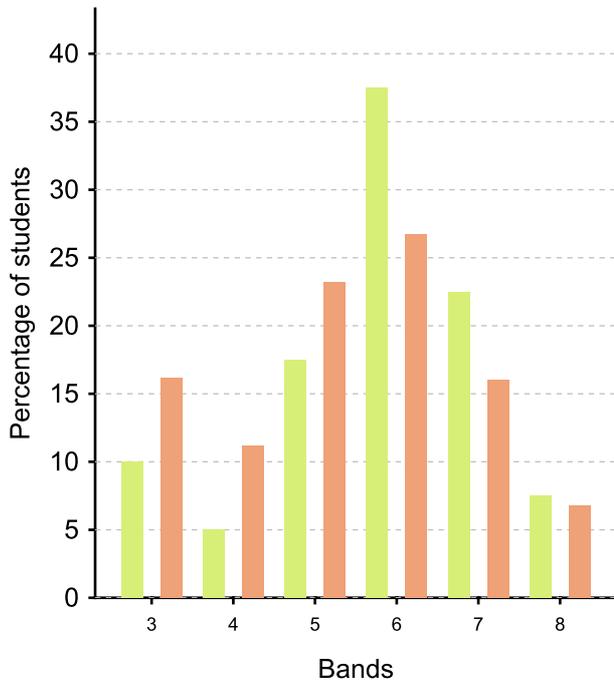
Band	3	4	5	6	7	8
Percentage of students	10.0	15.0	15.0	17.5	32.5	10.0
School avg 2015-2017	14.7	19.0	16.2	18.3	24.5	7.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation



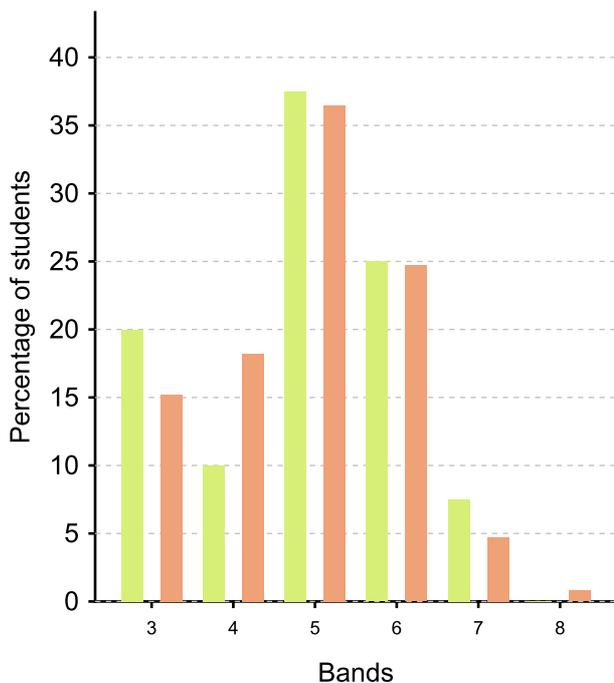
<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	10.0	5.0	17.5	37.5	22.5	7.5
School avg 2015-2017	16.2	11.2	23.2	26.7	16.0	6.8

**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	20.0	10.0	37.5	25.0	7.5	0.0
School avg 2015-2017	15.2	18.2	36.5	24.7	4.7	0.8

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 Eden Public School students and staff participated in the Tell Them From Me surveys. The key findings are presented below.

Students:

- 61% of students had a high sense of belonging – students feel accepted and valued by their peers and by others at the school.
- 68% of students had positive relationships in the school – have friends they can trust and who encourage them to make positive choices.
- 67% of students have positive behaviour – students who do not get into trouble at school for disruptive inappropriate behaviour.

Teachers:

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

Parents:

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

## Policy requirements

### Aboriginal education

The school continues to work towards ensuring that Aboriginal students are achieving academic and social outcomes equivalent to those of all other students attending NSW Public Schools. In 2017 we implemented the following programs to achieve this:

- Personal Learning Plans (PLPs), through Mgoals, were developed and implemented for each Aboriginal student. This was done in consultation with the student, the family and class teachers. The online PLPs were then revisited and updated at the end of each semester. Family members and community were able to access the Mgoals site which also included work samples, anecdotal teacher comments, video and photo examples.

- The school and the local elders implemented a language program. This program was well received by community and students. It was filmed by the ABC for the success of the outcomes as a result.

- Extra tuition was provided by an Aboriginal tutor using the MultiLit program.

- The school has a close working relationship with the Aboriginal Education Consultative Group(AECG). The AECG are very supportive of programs that the school delivers. •Aboriginal funding supports the School Garden program. The school has consulted with elders from the community to begin planting native Indigenous plants.

- NAIDOC Day celebrated Aboriginal culture and achievement at Eden Public School, with assemblies led by Koori students. All students participated in NAIDOC Day activities in association with Bournda Environmental Education Centre, supported by local Aboriginal Elders.

- Participation in a combined school's Koori Dance Program which involved dance, music, art and performance. The group performed during NAIDOC Week at Jigamy. They also participated and performed at the Eden Whale Festival and at the school's Presentation Day.

- Support programs addressing the learning and welfare needs of Aboriginal students are in place.

- Aboriginal perspectives, raising awareness of Aboriginal history, culture and current Aboriginal Australia are obvious within the school.

- Eden Public School worked closely once again with the University of Western Sydney providing placements for Pre-Service Aboriginal teachers on an annual basis. These student teachers are role models, who demonstrate to all students that aspirations and dreams can be achieved.

- Students participated in Harmony Day and NAIDOC celebrations as well as respective art competitions.

- Aboriginal Education Officer (AEO) Ty Cruse, with the assistance of Koori students and Year 6 students, designed and painted 2 large murals depicting local stories connected with the Bundian Way. Another large mural is underway telling the story of Eden.



### Multicultural and anti-racism education

Multicultural Education at Eden Public School is designed to foster the school's values of RESPECT, RESPONSIBILITY and RESILIENCE, and to provide opportunities that enable students to value cultural diversity that promote a harmonious multicultural society. In 2016, these values were promoted through our annual Harmony Day and weekly celebrations, which are based on the Australian Government's promotion of the message 'Our diversity is our strength'. The students celebrated Harmony Day by participating in a special school assembly and by being involved in a variety of activities including a games afternoon, designing posters promoting harmony, partaking in a buddy activity, promoting tolerance, respect and a happy, harmonious school community. The anti-racism contact officer addressed and supported all students, teachers and parents during 2017 to build understanding of cultural diversity in the school community.

### Other school programs

#### Sport

Eden Public School's sporting involvement continued in 2017 with many notable performances. A feature continues to be the number of children who participate at a school level with a positive sporting attitude.

Our school was again well represented at District and Regional Carnivals, and in the State PSSA Knockouts. Highlights include the school being placed 4th at the Zone Swimming Carnival, with J. Caldwell awarded the 11 years boy champion. J. Caldwell went on to be selected to compete in the 50m freestyle, at the State Swimming Carnival.

We also sent a squad of 46 athletes to attend the Zone Athletic Carnival. From this event, 5 of our students were selected to compete at the Regional Athletics Carnival in Canberra.

Our school cross country team was very competitive at the Zone Cross Country in Wolumla, with excellent performances from J. Caldwell, the 11 years Boy Champion, and A. Seach (5th). Both of these students went on to the regional competition, with J. Caldwell then being selected for the state and national events.

Our school also participated in the PSSA knockout competitions for softball, netball, basketball, NRL, soccer, cricket and golf. From these competitions: Six boys were selected in the Far South Coast Under 11s Rugby League team. Two boys were selected in the Far South Coast Open Rugby League team. Two students were selected for the PSSA Far South Coast Soccer Team. From our PSSA school cricket team, three students were selected for the PSSA Far South Coast Cricket team, with M. Thornton being chosen to represent the South Coast in the PSSA under 12's cricket team. M. Thornton was also selected in the South Coast PSSA golf team and attended the state trials.

Swimming classes for primary children continued this year, complemented by the "Learn to Swim" classes for infants. Students in all stages participated in coaching clinics in Australian Rules, Rugby League. Our community sporting groups also gave freely of their time with primary children participating in golf, tennis and swimming.

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

Our sportspersons of the year for 2017 were J. Caldwell and M. Thornton. The Premier's Sporting Challenge Award was presented to A. Seach, while the champion house was Boyd. As always, we need to recognise the input of parents to our sporting program. Without their support we would be unable to offer such a comprehensive program.

### **Early Action for Success**

Early Action for Success is a state initiative to improve student achievement in literacy and numeracy with a targeted approach in the early years of schooling. This is the first year Eden P.S has participated in the initiative as a phase two school. A staffing allocation of an Instructional Leader was provided to support teachers in professional growth and closely monitor student achievement. In its first year of implementation the Instructional Leader worked closely with teachers to build their capacity through growth coaching, professional learning sessions and team teaching opportunities to share practice, gain feedback and collaborate with colleagues in order to create a shared vision of professional expertise and high expectations

of student achievement. Data informed practice was supported through regular data analysis conversations with teachers, which identified student needs and influenced lesson planning. Continuous professional learning for K–2 in L3, TEN and quality numeracy teaching supported the desired pedagogical directions and was further enhanced by whole school professional learning in reading, comprehension and writing. Teachers' reflective approach, increased knowledge base of best practice and collaboration further strengthened student achievement and constructed a strong foundation to build upon in subsequent years with Early Action for Success.

### **Creative and Performing Arts**

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

### **Environmental Education**

During 2017, Eden Public School continued to develop the school garden that was supported by our School Garden Club. Students from K–6 engaged in work in the garden and the school formed a partnership with a local organic café, 'Sprout', Twofold Aboriginal Land Care and a local market group 'Nethercote Markets' that supported the initiative by selling produce from our school garden. This allowed the garden to grow and flourish. Students were involved with the establishment of the garden, they have learnt about composting, water conservation, gardening, recycling, harvesting and cooking, as well as energy saving. Students from K–6 were able to engage in authentic learning through the garden which directly links to aspects of the Science, Mathematics and Health curriculum's at Eden Public School.