

Engadine Public School

Annual Report



2017



1845

Introduction

I have been the very proud Principal of Engadine Public School for the past 5 years, and it is with sadness I leave the community that has embraced such monumental change over that time, as together we carved a path towards improved school excellence which impacted students, staff and our wider community. The school has had many remarkable achievements during 2017, including the school evaluation process under the school excellence framework, and having undergone the validation process, where many aspects of the school's learning, teaching and leading were deemed to have excellent procedures and practices in place.

I know that in my stead, Karen Simula has done a wonderful job throughout Term 4 of 2017, leading the school through the final term.

Hendrika Green

Principal

2017 has been another successful year for the students at Engadine Public School, achieving personal success in academics, sports and the creative arts. Engadine Public School continues to provide opportunities for all students to thrive and succeed. I thank the dedicated staff for their ongoing work supporting our students. I also thank the school community, in particular the P&C, for the continued support of our school. I would be remiss not to thank the students of our school, who continue to pursue their love of learning and make Engadine Public School the wonderful place it is.

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

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

Karen Simula

Principal (Relieving)

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Message from the school community

2017 was a very busy year for the P&C and the school in general with a wide range of fundraising activities, fun community, cultural and sporting events and maintenance and upgrading school facilities and equipment. *Highlights of the year include:*

Working Bees & Maintenance Several working bees staffed by our wonderful parent and staff volunteers with the focus on painting, repairing and grounds & garden improvements. Air-conditioning has been repaired and replaced in the Support Unit Sensory Room and the Art building.

School Discos Our always fun Welcome Disco in February for newly enrolled students and parents was a big success and we sent the year off with a likewise enjoyable end-of-year school disco.

New Start Times Based on feedback from parents at P&C meetings, the school implemented a change in start times that has been well-received, as well as gate opening procedures improved.

Monthly Markets The P&C has successfully taken over the monthly markets in the Engadine Town Square this year and attendance has been excellent. Feedback from stallholders and attendees alike has been overwhelmingly positive. We have a rotating roster of other community groups from the area who have been operating the BBQ stall, to spread the fund-raising opportunities to others worthwhile organisations.

Mothers', Fathers', Grandparents' Days This year's parents' & grandparents' days had excellent participation rates and good feedback from all. Our Flower Show, Family Portrait Day, Athletics Carnival BBQ & Canteen, Cupcake Days and Pancake Days have all been a big success too.

Code Club Code Club ran for the last two terms of 2017, teaching students in Years 3 & 4 how to program in Python and some Lego Robotics projects. Feedback has been very positive and attendance is increasing.

Fete This year's fete was the biggest and best we've had, raising over \$16,000 for the school.

The P&C would like to thank everyone who contributed to the wonderful events that were organised to support our beautiful school.

Kelly Bilek

President

School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

In the domain of Learning, the school has engaged with the work of John Hattie and Dylan Wiliams as their focus for impacting both teacher and student learning for a second year. It is envisaged this process will continue until practices are embedded in consistent practice throughout the whole school, which grows and changes. Staff continued the use of 'Visible Learning' strategies established in 2016 together with provision of timely formative feedback. This evidence informed practice has effectively changed the manner in which students engage with activities and assisted students to take increased ownership of their learning. Being highly personalised, attention to individual learning needs has empowered an additional point of differentiation. Use of assessment for, of and as learning, has supported strategies for early detection of students with learning needs. Referrals to the school's active Learning Support Team (LST) for students with additional learning needs, and those who have particular gifts and talents, have continued to result in development of targeted learning plans, impacting the teaching and learning cycle. The school projects of Learning and Support and Welfare have been instrumental in ensuring embedded practices support the challenging needs of students in our complex environment.

Additionally, the school system of assessment and reporting has been updated each semester, since its initiation in 2015, to reflect syllabus changes, content and processes of learning. These reports identify how well students are achieving against key indicators or outcomes of Key Learning Areas relative to their grade cohort, and Board of Studies standards. The learning goal focus of the reports was aimed at providing families with targeted skills their children require to further develop in the Key Learning Areas. Families like the new reporting system, recognising it provides

valuable assessment against outcomes and provides opportunity for parental engagement in the learning process through the targeting of goals for learning. The Assessment and Reporting project has ensured valuable evidence is collected to affirm progress and ongoing focus on growth and value added.

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

The school actively endeavours to enhance the learning culture of the school, and commitment is evident within the community to strengthen and deliver on learning priorities. The school determined it is now excelling overall in this domain, with practices embedded. It aims to ensure all elements attain that status. The school as a whole is very proud of this achievement and will continue in ongoing pursuit of excellence.

Teaching

In the Teaching domain, the Performance and Development Framework (PDF) continued to empower staff to focus on their professional learning needs, in order to maintain a high standard of professionalism in the school, as evidenced by both quality teaching in the classroom environment and numbers of staff attaining accreditation. Classroom observations were conducted and teachers were provided with feedback of these observations and of their walk-throughs. Staff participated in regular professional learning opportunities, updating knowledge of the Wellbeing Framework and its implications for both staff and students alike.

Additional sessions on Staff Development Days (SDD) together with courses selected specifically for individual teachers provided a range of professional learning experiences. An increasing focus on innovation, saw the inclusion of more flexible learning spaces, and strategies to increase student engagement in learning. A BYOD program has been initiated and staff are actively participating in “Google Documents” as an increased platform of interactive, collaborative documents across the school and CoSotP group.

Staff has increased their capacity in the effective use of data and actively engage in impacting learning and development as a result. The collective efficacy of the staff is being built through collaborative practices – an important aspect of the nature of the staff, which remains a key feature of the school community and commented upon not only by relieving staff, but also all visitors to the school. The school determined it is 'Sustaining and Growing' in this domain, and is aiming to continue progressing towards 'Excellence' through introduction of quality teaching rounds, continued implementation of visible learning and formative assessment and feedback, and embedding data analysis and evidence informed decision making into everyday practice.

Leading

In the Leading domain, staff collaboratively determined where the school was performing in each of the elements of the School Excellence Framework and highlighted initiatives which may be implemented to help further improve our school during the remainder of 2017 and as we progress into the new school planning cycle of 2018–2020. Determinations were reinforced by forum meetings with the community. Evidence gathered helped substantiate the impact of the Visible Learning, Peaceful Classroom practices, and to reflect upon their value. The revised School Plan was presented via a forum meeting and through the school website, providing the wider community opportunities to become aware of the future directions of the school. Information tabled during P&C meetings, kept parents informed of initiatives employed.

The school students have participated in the ‘Tell Them From Me’ survey, and students, staff and parents are about to embark on the second cycle of the same. Subsequent forum discussions involving staff, students and the parent body will be engaged with to provide further feedback about the school.

The leadership of school teams and management skills have increased the capacity and confidence of staff as effective educators, and encompassed an array of administrative practices. Collaboration and collective efficacy has built confidence in the use of PLAN data and data walls to inform practice. A second Innovation Tour, involving international visitors from the Netherlands, has further affirmed staff of their effective pedagogy. The school is consistently called upon for visitation to observe the authentic nature of visible learning in action.

The continuing partnerships with the 'Community of Schools on The Park', and the professional engagement in the 'Three Rivers Learning Community' has further enhanced leadership opportunities of staff, where teachers leading other teachers has had a significant impact on change.

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

Management practices have undergone change through the implementation of the Learning and Business Reform platforms, and increasing understanding is developing among staff.

Assessment at 'Sustaining and Growing ' was the school's determination of this domain, as practices are evident in some realms, however; not yet embedded practice. The pursuit of excellence is ongoing.

Our self-assessment and the external validation 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

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

Purpose

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

Overall summary of progress

Each classroom displays visible learning goals and employs formative feedback to support students in targeted curriculum areas. Explicit and integrated programs on values, social skills, mental health and wellbeing support overall student and staff wellbeing and engagement. These programs guide our students as they become informed global citizens. Curriculum is continually differentiated to maximise student engagement across all Key Learning Areas.

The amended assessment and reporting systems, inclusive of student learning goals has been well received by parents and carers.

The students continually demonstrate a positive and inclusive manner with all their peers which substantiates the success of welfare and wellbeing programs at our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
STARS Data Wall and PLAN data show 80 % growth NAPLAN increased % of students in the top 2 bands, student growth at or above state mean. Personal Learning Plans (PLP's) established for all Indigenous Students	Learning and Support – SLSO \$10 000	Staff and students have embedded data wall displays into all classrooms and continually refer to these to support progress along curriculum continuum focus areas. NAPLAN results reveal that expected growth was exceeded in both the Year 3 and Year 5 cohort. Specifically, in Numeracy, the percentage of students in the top two bands increased by 23% & 19%. All Indigenous students have current PLPs.
New Reports will be at Year level and adjusted for new Syllabus documents. (Reviewed each Semester and Annually for two year cycle of learning)	Computer Coordinator \$1000	The amended assessment and reporting systems, inclusive of student learning goals has been well received by parents and carers as evidenced by a community survey.
Individual Education Plans (IEPs) established for all Support Unit students, and mainstream students who require significant differentiation	Learning and Support \$500	Review and IEP meetings for all Support Unit students and others with additional needs in mainstream classes were conducted, inclusive of parents, teachers and relevant team members (e.g. speech & occupational therapists). Behaviour support and risk management plans are utilised. These are continually monitored for progress and reviewed regularly. Learning and Support Team meetings are held weekly. Membership of the team has increased by 40% resulting in a broader school approach to accommodating students' needs. The meeting minutes reflect the large number of students requiring adjustments and modifications to maximise their school engagement. Student referrals to the LST are addressed in meetings. A number of referrals to outside support agencies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual Education Plans (IEPs) established for all Support Unit students, and mainstream students who require significant differentiation		were provided to families in 2017.
Sentral records to show reduction in number of students with negative incidences and increase in positive records of incidences	Awards \$1500	Comparison of Sentral data from 2016 to 2017 shows a 1.15% decrease in negative incidents and a 1.26% increase in positive incidents recorded.
Increased number of students to be actively engaged in extra-curricular activities available through school.	Many extracurricular activities are 'user funded' through community funds	Students participating in extracurricular activities is aligned with the NSW government norm.
95% of students reaching Personalised Learning Plan goals. Staff and students will make use of formative feedback and data walls to show student progress in the focus area of writing.		Indigenous students are achieving and surpassing their Personalised Learning Goals. Review of student developed goals occurs regularly which has led to higher levels of student engagement and analysis of their own learning in addition to improved metalanguage and metacognition.

Next Steps

- Maintain all current wellbeing, transition and individualised learning programs to support students and their families.
- Foster and build relationships with local high schools and preschool settings to facilitate successful student transitions to and from Engadine Public School.
- Professional development for students and staff on Positive Behaviour for Learning and Restorative Justice practices
- Update signage in school environment to reflect current school programs.
- Professional development for staff on the Disability Discrimination Act and meeting the needs of students with additional needs.
- Investigate the continuation of the School Chaplaincy program beyond 2018.

Strategic Direction 2

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

Purpose

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

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

Overall summary of progress

The school is delivering on most Products and Practices as outlined in the school plan.

The PDP process and learning of all staff is directed at building a culture of collaborative professional learning, structured feedback, critical reflection on practice based on evidence to demonstrate the achievement of standards and professional engagement that is authentic and strongly supported by all staff.

Beginning Teachers have been provided with continued support in a coaching/mentoring program. All teachers have been encouraged to explore accreditation opportunities, with opportunities provided for staff to engage with professional learning and mentoring support for completion of required documentation.

All students set individual goals based on continuum markers, and progress tracked on classroom data walls. Professional learning has focussed on the development of formative feedback strategies and enhanced knowledge of Visible Learning strategies.

BYOD was successfully implemented in Stage 3 during 2017, and plans were developed to ensure equitable access to technology across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborative practice evident among staff and students.	Literacy and Numeracy Funds \$8 000	Staff are highly collaborative, including the use of digital collaborative tools. Student collaboration increasingly evident in programming and classroom practice.
Staff seek to engage in professional development to attain professional and personal goals and improve student attainment of success.	Professional Learning Funds \$10 000	All staff maintain currency in annual mandatory training. Staff actively engaged in the 3 Rivers and Project professional learning teams. has resulted in the development of formative feedback strategies and implementation of visible learning strategies.
Student engagement and learning shows improvement as a result of innovative practice.	Nil cost to the school	All students are able to articulate goals for learning, and the areas they need to improve to move to the next level of learning in writing and place value.
Staff and students are effective users of technology and engage in learning and application towards rich tasks and products.	\$6 000	Students and staff have developed skills in utilising technology for learning. There is continued difficulties associated with lack of technology and the need to replace ageing devices despite increased infrastructure and support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Well-equipped 21st Century classrooms featuring innovative practice – reflected in programming and observed in peer reviews. (Maintained and enhanced in Years 5 & 6, focus for Years 3 & 4)	Nil cost to the school	Visible learning strategies implemented in all classrooms. Flexible learning spaces for Stage 3 were changed during 2017. Complexities with class sizes and student populations led to moderate implementation in Stage 2.
Student engagement and learning shows improvement as a result of innovative practice.	Nil cost to the school	Teacher and parent feedback indicates that students are continuing to further engage with curriculum that is presented as rich, innovative and flexible.
Quality mentoring process to impact quality teaching in the area of Science and improved pedagogical practice.	Nil cost to the school	Maintained growth from 2016
100% of teaching staff engage in Performance and Development Framework.	Nil cost to the school	100% of staff engaged in the process. This is an annual process and remains ongoing. 2017 saw the beginning of including non-teaching staff.

Next Steps

- Staff effectively integrate ICT into daily classroom practice to engage students and support student learning.
- Create future focused learning environments to extend, engage and promote the 6Cs so all students become responsible, reflective and self-directed learners who take risks and meet challenges.
- Staff expertly use various models of inquiry based learning.
- Align PDP goals with Visible Learning, 6Cs, inquiry based learning and future focused learning.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

The communication project has seen increased communication through a variety of media. The school class coordinators provided networks which led to improved opportunities to communicate across the school community.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Website, Skoolbag and Facebook to be updated fortnightly.	\$500	Regular updates and reminders occur to the website and are advised through Skoolbag and Facebook. The Newsletter is also issued weekly. Letters out to parents for student questionnaires, term information, and information nights. Parent/interviews, conferences held in last two weeks of Term 1.
• Staff will support Community functions within school, and in the community.	No cost to the cost	Staff have supported P&C events throughout the year including the Welcome BBQ, cake days, discos, trivia nights, Working Bees, Engadine Community Markets and the Bi-Annual Fete. Kindergarten Transition supported by P&C and canteen volunteers. Strong student attendance at McCallister Fete, Engadine Street Fair, Engadine Community Centre performances and Anzac Dawn service.
• Parental engagement in School activities will increase by 20%.	No cost to the school	Parental engagement in school activities continues to grow. All functions involving students are well attended. Specialist programs such as MiniLit and MultiLit have seen an increase in parental involvement.
• Community will support the school in school events.	No cost to the school	All school functions involving students are well attended. Although a variety of times were trialled for events such as forums and workshops, there was no significant increase in community attendance. Annual Art show well attended by local community and CoSotP representatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Diversity will be celebrated through calendar events such as Harmony Day, NAIDOC Week, Day of Disabilities, Multi Cultural Public Speaking, Grandparents Day, White Ribbon 	\$4 000	<p>The inclusive nature of the school ensures that students are supportive and supported in all environments.</p> <p>Community feedback has been positive for all events.</p>
<ul style="list-style-type: none"> School to implement a digital information panel in Office area and noticeboards for stages. 	\$750	Digital information panel is being programmed with a view to implement in 2017. Some stages provide communication noticeboards with other stages to implement in 2018.
<ul style="list-style-type: none"> School to upgrade school noticeboard sign with electronic signage with additional source of power (Top up to Solar Panels) 	\$15 000	School signage has been upgraded
<ul style="list-style-type: none"> 20% Improvement in attendance at P & C meetings and increased numbers of parental support in classes/school tasks and working bees. 	No cost to the school	<p>P&C and parental involvement in the school has been maintained.</p> <p>Extending fete activities to include a Fashion Parade to officially open the Bi-annual fete. This was well received by the whole school community.</p>
<ul style="list-style-type: none"> Collegial partnerships developed across schools in the COSoTP group. 	No cost to the school	COSOTP groups occurred once a term with schools rostered to host stage meetings. Different topics were chosen each term to allow staff to share expertise. Sharing of best practice was valued by all.

Next Steps

Communication Project

- School to maintain communication procedures with school community.
- School to implement digital information panel in the school office.
- Executive staff to be retrained in Skoolbag, Facebook and online bookings for casuals (Classcover)
- Continue to improve collection of data to guide future direction.
- Weekly newsletters to change to fortnightly.

Community Engagement Project

- School to maintain parental engagement in forums and workshops and Tell Them From Me Surveys.
- School to improve community engagement with school feedback processes.
- School to provide opportunities for parents to provide honest feedback e.g. TTFM survey

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 591	<p>Indigenous students, supported by staff, to attend Koori Kids Days to learn about about their culture. Non-indigenous peers attended the final Koori Kids Day of the year to further enhance the connections between Aboriginal families and the school community.</p> <p>Aboriginal students demonstrated above average attendance and academic performance.</p> <p>Financial assistance was provided to a number of Aboriginal families to facilitate attendance on excursions and with co-curricular activities.</p>
English language proficiency	\$43 155	Funds were used to employ staff to provide assistance for individuals and small groups of students with similar needs. Learning programs were differentiated to target the building of vocabulary, develop inferential comprehension skills and effective language for communication.
Low level adjustment for disability	\$82 650	Funds were used to engage School Learning and Support Officers to support students within classrooms and on the playground. Funds were also allocated for transition students to high school.
Quality Teaching, Successful Students (QTSS)	0.276 staffing allocation \$28 034	QTSS staffing allocation was used to support the Performance and Development process. Staff engaged in collegial planning and discussion focused on consistent teacher judgement. Classroom observations were utilised to improve teacher pedagogical practice.
Socio-economic background	\$26 286	Additional School Learning Support Officers were employed to support student learning in classrooms focused on students working towards personal learning goals. Financial support was provided to students with specific needs.
Support for beginning teachers	\$8 126	Experienced teachers were provided with extra time to mentor and coach early career teachers. Collaborative planning time was also provided. Funds were expended on professional learning courses to enhance early career teacher classroom practice.
Targeted student support for refugees and new arrivals	FTE 0.2 Staffing allocation (Term 4 2017)	This funding was combined with English Language Proficiency to support targeted intervention for New Arrivals to the school. Their knowledge of English has improved through immersion and intensive support.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	153	159	178	193
Girls	146	153	154	163

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	96.6	95.5	95.2
1	96.4	95.2	96.7	94.7
2	96.7	95.9	95.8	93.9
3	94.4	96.3	95.3	95.7
4	95.4	94.6	95.7	93.9
5	97.3	94.4	94.2	95
6	95.8	95.1	95.6	90.8
All Years	96.1	95.6	95.7	94.4
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

Engadine Public School consistently achieves a high level of school attendance. Attendance is monitored at classroom, stage and school levels. The Learning and Support Team (LST) monitors the wellbeing of students and works proactively with the Home School Liaison Officer (HSLO). In the instance of an attendance concern, the LST makes relevant contact with the HSLO for further action to be taken as deemed appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	14.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.82
Other Positions	0

*Full Time Equivalent

Engadine Public School currently has one teacher who identifies 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	78
Postgraduate degree	22

Professional learning and teacher accreditation

The teaching and non-teaching staff participated in a number of professional learning activities designed to build the capacity of staff to achieve our priorities as set out in The School Plan 2015–2017. Staff were also involved in professional learning programs to build the capabilities of early career teachers and aspiring and current school leaders. Professional learning opportunities were provided to staff through a range of initiatives including, weekly whole-staff professional learning meetings and school development days. Staff members also attended workshops, professional network meetings and conferences outside of school hours. All staff members, teaching and non-teaching participated in mandatory compliance training in areas

such as Work, Health and Safety, Child Protection, Code of Conduct, CPR, Anaphylaxis and Emergency Care. The main areas of focus for 2017 were:

- Implementation of and embedding Learning Management and Business Reform
- Financial management
- Sutherland Area Primary Principal Association
- Principal professional learning days and workshops
- Beginning Teacher network meetings
- Care Practices
- Problem solving in mathematics
- Mathematics vocabulary
- ASPIRE workshops
- Three Rivers Project

Engadine Public School had three beginning teachers and through Great Teaching, Inspired Learning funding, the mentoring program was continued for career development, together with opportunities to observe lessons within and beyond the school.

A temporary teacher progressed to achieve their accreditation at proficiency. Further accreditation procedures were followed to ensure appropriate involvement in steps for gaining accreditation and maintenance of accreditation for those staff continuing in service with the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	91,022
Revenue	3,952,802
Appropriation	3,680,565
Sale of Goods and Services	45,347
Grants and Contributions	225,283
Gain and Loss	0
Other Revenue	0
Investment Income	1,608
Expenses	-3,918,904
Recurrent Expenses	-3,918,904
Employee Related	-3,560,935
Operating Expenses	-357,969
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,898
Balance Carried Forward	124,919

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,262,421
Base Per Capita	55,601
Base Location	0
Other Base	2,206,820
Equity Total	157,682
Equity Aboriginal	5,591
Equity Socio economic	26,286
Equity Language	43,155
Equity Disability	82,650
Targeted Total	812,780
Other Total	398,550
Grand Total	3,631,432

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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

Engadine Public School has strategies in place to build student skills and progression in NAPLAN.

Year 5 Reading – 67.5% in the top two bands as compared to 2016 with 48.1%

Year 5 Numeracy – 48.6% in the top two bands as compared to 2016 with 21.4%

Year 3 Reading – 49.1% in the top two bands as compared to 2016 with 43.4%

Year 3 Numeracy – 39.6% in the top two bands as compared to 2016 with 16.6%

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

Our Aboriginal students are achieving at or above the national average in all areas. Actual growth for Year 5 student exceeds expected growth.

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers, students and staff participated in the Tell Them From Me surveys to gauge satisfaction with the school. Students in Years 4 to 6 were surveyed, as well as parents and teachers. 18 teachers, 113 students and 34 parents responded to the survey.

The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

Parent Responses

- I feel welcome when I visit the school: 7.0
- I am well informed about school activities: 7.6
- The school's administration staff are helpful when I have a question or problem: 8.1
- Reports on my child's progress are written in terms I understand: 5.7
- Teachers have high expectations for my child to succeed: 6.5
- Teachers expect my child to work hard: 7.7
- My child is clear about the rules for school behaviour: 8.5
- Teachers devote their time to extra-curricular activities: 7.6
- My child feels safe going to and from school: 8.4
- Teachers help students who need extra support: 6.5
- Teachers try to understand the learning needs of students with special needs: 7.0

Teacher Responses

- School leaders have helped me establish challenging and visible learning goals for students: 7.8
- I work with school leaders to create a safe and orderly school environment: 8.6
- I work with other teachers in developing cross-curricular or common learning
- I discuss learning problems of particular students with other teachers: 9.0
- I monitor the progress of individual students: 9.3
- I set high expectations for student learning: 9.0
- My assessments help me understand where students are having difficulty: 9.2
- I use results from formal assessment tasks to

inform my lesson planning: 8.8

- When I present a new concept I try to link it to previously mastered skills and knowledge: 8.8
- I use two or more teaching strategies in most class periods: 8.8
- I help students to overcome personal barriers to using interactive technology: 8.3
- I establish clear expectations for classroom behaviour: 9.4
- I share students' learning goals with their parents: 9.2

Student Responses

- 85% of students had a high rate of participation in sports. The NSW Govt norm for these years is 83%.
- 83% of students feel accepted and valued by their peers. The NSW Govt norm for these years is 81%.
- 88% of students have friends at school they can trust and encourage them to make positive choices. The NSW Govt norm for these years is 85%.
- Classroom instruction is relevant to their everyday lives: 7.8 The NSW Govt norm is 7.9
- School staff emphasises academic skills and hold high expectations for all students to succeed: 8.6 The NSW Govt norm is 8.7
- 86% of Aboriginal students feel good about their culture when they are at school.
- 88% of Aboriginal students indicated their teachers have a good understanding of their culture.

Policy requirements

Aboriginal education

Aboriginal students at Engadine Public School are valued and acknowledged and given every encouragement to excel. This was evidenced this year by a Year Five student who received a 'Deadly Kids' award and was a member of the 'Gilli Dancers' group. The same student won the 'Yarn Up' public speaking competition and later delivered her speech at Parliament House.

Staff at Engadine Public School have ensured that the appropriate Acknowledgement of Country or Welcome to Country protocols are adhered to at all formal school community meetings and staff have continued to successfully incorporate Aboriginal perspectives into their teaching of the six Key Learning Areas. Raising student awareness of Aboriginal culture and history has been done through excursions, visual arts and teaching of history and geography.

Engadine Public School's NAIDOC celebrations were significant this year with a whole day 'Ultimate Dreamtime Experience' incursion presented by the Koomurri Group. Students were treated to an opening smoking ceremony and rotating activities including boomerang throwing, Aboriginal history and culture, face painting, Aboriginal song and dance and an interactive, farewell ceremony. As part of the

celebrations a whole school art canvas was produced featuring the hand print of every student and staff member.

Stage One students enjoyed a question and answer session with Aunty Fay, a respected Aboriginal elder. Four Indigenous students also spent a term developing their writing to submit entries to the Patrick White Indigenous Writing Competition.

Aboriginal students also attended two Koori Kids excursions in the Royal National Park this year, where they learnt about various traditions and participated in many cultural activities. On the second excursion each student was able to take a friend from school to share in their culture.

Multicultural and anti-racism education

The school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. Our school has a range of programs and practices which promote inclusivity, cultural awareness, diversity and respect for the cultures and beliefs of all members of the school community. It is acknowledged that the cultures and beliefs of all individual school community members enrich the whole community. All students are educated to overcome racism and prejudice through acceptance, recognition and respect. Students participate in Multicultural Public Speaking, Harmony Day and Anti-Bullying programs. Both the Anti-Racism Contact Officer and Learning Support Teacher support and educate students and staff.