

Erina Heights Public School Annual Report



2017



1856

Introduction

The Annual Report for 2017 is provided to the community of Erina Heights 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.

Greg Francis

Relieving Principal

School contact details

Erina Heights Public School

Serpentine Rd

Erina Heights, 2260

www.erinahs-p.schools.nsw.edu.au

erinahs-p.school@det.nsw.edu.au

4367 7608

Message from the Principal

Erina Heights Public School (EHPS) is a medium-sized school with a student population of 344 students in 2016. The Erina Heights community enjoys a mix of established semi-rural and suburban communities. Established in 1873, it has strong links to the small-school culture of years past, including heritage-listed classrooms. The school provides a safe, welcoming, enriching and stimulating environment for learning that allows all students to receive a strong academic foundation and a wide variety of extra-curricular activities aimed at providing students with opportunities to participate in a holistic educational program. We endeavour to meet the personalised needs and individual interests of all students by providing differentiated learning programs that best prepare them to become healthy, successful lifelong learners.

Our motto, 'Learning for Life', has been central to the school's vision and three (3) strategic directions for the past three (3) years. This year, the School Leadership Team, in consultation with staff, students and our parent community, have continued to implement, monitor and review the School Plan (2015–2017) through regular executive, staff and P&C meetings. This process was supported by the collection of data through surveys and forums, and the ongoing reflection and tracking of school milestones during school planning sessions as part of the school's professional learning calendar. Our three (3) strategic directions have been rigorously evaluated and planning for the new school planning cycle (2018–2020), including the establishment of new performance targets (milestones) are well underway.

At the end of 2017, data collected through community consultation led to the development of a new School Vision statement and three (3) new Strategic Directions. These include:

1. Quality Teaching and Learning.
2. Wellbeing.
3. Quality Systems.

These core elements will be embedded into the educational opportunities provided at Erina Heights PS as we collectively strive for 'excellence' and prepare young people for rewarding lives in an increasingly challenging and complex society.

I certify that the information in this report is the result of a thorough school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for future focus.

Greg Francis – Relieving Principal

School background

School vision statement

Our vision is embedded within the Melbourne Declaration on the Educational Goals for Young Australians (2008) in which schools play a vital role in promoting the development and wellbeing of young Australians. We share this responsibility with parents, carers, families, the community and other education providers.

<https://education.gov.au/melbourne-declaration-educational-goals-young-people>

Erina Heights Public School is a positive, engaging and supportive environment where all students are valued and inspired to learn.

Our whole school community shows RESPECT, RESPONSIBILITY and strives to achieve their PERSONAL BEST.

The school's mission is to prepare each student to be a happy, healthy, successful, life-long learner.

We believe our overarching purpose is to –

- Educate resilient individuals to enable them to adapt to an ever changing society.
- To support each community member to achieve their personal best in a culture of high expectations and facilitate positive connections within and outside the school setting.

School context

Erina Heights Public School is located on the Central Coast of NSW, is part of the Gosford Network of Schools and a member of the Terrigal Learning Alliance (TLA).

Parents of our students have high expectations of their children and the school. The school enjoys an outstanding reputation in the local community for its high academic results.

Erina Heights Public School has a mix of experienced staff and early career teachers and is welcoming, friendly and focused on maintaining strong partnerships between staff, parents and students. The professionalism and expertise of our school staff and the high level of support and co-operation of parents and community members enable us to provide an extensive, enriching, differentiated and diverse curriculum. Extra-curricula opportunities are a feature of the school's curriculum, with sporting and performing arts groups achieving well in district, state, regional and national competitions.

A strong focus on improving literacy and numeracy outcomes and integrating technology into teaching and learning are major aspects of future school planning. The school implements major initiatives to improve student outcomes including L3 Language, Literacy and Learning and Focus on Reading. Erina Heights is a Positive Behaviour for Learning (PBL) school.

The current school enrolment is 344 students including approximately 4% NESB and 2% Aboriginal and Torres Strait Islander 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.

At Erina Heights Public School (EHPS), Strategic Direction Teams were established at the beginning of 2017 after the School Leadership Team initially reviewed and charted the progress of the milestones with the support of the Principal School Leadership (PSL) network and identified the key initiatives and processes outlined in each of the school's strategic directions. As part of the review process, each team mapped the key initiatives from their strategic direction against the domains of Leading, Teaching and Learning from the School Excellence Framework (SEF). Team leaders led a critical analysis of each Strategic Direction aligning school priority areas with the SEF, identifying and recording evidence of implementation and evaluating the impact of these processes upon school systems and student

performance. The SEF was utilised as an inspirational tool to continually improve the quality of teaching and the delivery of learning outcomes for our students at an executive level prior to engaging the whole staff in rich discourse about the path forward towards 'school excellence'.

In the domain of Teaching, teachers work together to improve teaching and learning and they provide and receive constructive feedback from peers, school leaders and students to improve their teaching practice. Quality Teaching Successful Students (QTSS) funding has allowed executive staff the opportunity to mentor their colleagues with an emphasis upon quality literacy practices and undertake lesson observations under the Performance and Development protocols. Learning and support team practices identified those students requiring additional support needs with an emphasis upon literacy and numeracy. One executive staff member was taken off class for one (1) day each week to work with Year 2 students identified as working 'at' or 'above' expectations with the view of extending these students and maximising their learning potential with targeted small-group focus lessons. Teachers regularly review and revise teaching and learning programs at weekly stage meetings and undertake Consistency in Teacher Judgement practices and collaborative planning at a whole-school level – this process is supported through RAM and QTSS funding. The school identifies expertise within its staff and actively share learning from targeted professional development with others. Teachers are engaged in planning their own professional development to improve their performance through the Performance and Development Framework and the establishment and monitoring of personalised plans. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' capacity to provide explicit and highly individualised learning programs including L3, Focus on Reading and Building Blocks for Numeracy. In 2018, further emphasis will need to be placed upon the importance of the professional standards for teachers and supporting staff to pursue higher-level accreditation and the maintenance of their professional standards – this will be of particular importance to those teachers who graduated prior to 2004.

Our focus in the Learning domain has continued to be upon student wellbeing, developing whole-school expectations of behaviour and strengthening learning and support processes which support excellence, engagement and a sense of belonging. A feature of our progress is the ongoing understanding of student motivation, mental health and consistent behaviour expectations and the impact these elements have upon student performance and classroom management. The development of a standardised identification process has ensured our focus remains on providing quality educational opportunities for every child. A focused approach to individual learning has emerged through the development and review of individual learning programs and learning support structures. A number of staff have been supported through professional and learning opportunities seeking the support and guidance of specialised consultants from Gosford Area Office – particular emphasis has been given to Integration Funding Support processes, Health Care Plans, student attendance and supporting students with Autism. The consistent implementation and explicit teaching of PBL has supported a positive teaching and learning environment resulting in improved relationships and responsible learners, where students endeavour to achieve their personal best. The purchasing of the SENTRAL platform has been pivotal to this process as we identify, track and review the students' performance and individual behavioural needs. We continue to build strong partnerships with our Aboriginal students and their families in consultation with our local Aboriginal Education Consultancy Group (AECG – Kuriwa). As a community we recognise, respect and celebrate cultural diversity through the development of Personalised Learning Plans (PLP), recognising culturally significant events which promote equity and inclusion, and participating in local Aboriginal activities, including Gulang Fest programs on an annual basis.

In the domain of Leading, our priorities have been on educational leadership, school planning and management practices and processes. The School Leadership Team have been responsible for engaging all staff in the process of planning, implementation, monitoring and self assessment through collaborative practices and ongoing self-reflection. Opportunities have been provided for staff to take on Instructional Leadership roles with an emphasis upon quality teaching and learning (literacy focus), student wellbeing (attendance and learning adjustments) and future-focused learning (STEM). Staff members, including aspiring leaders, have led the successful delivery of professional learning opportunities at both a school level and within the broader educational network (Terrigal Learning Alliance). The school community has contributed to the decision making processes and practices that underpin the achievements of the school's vision and strategic directions through satisfaction surveys and focus groups. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide an environment that is engaging and innovative through the use of ICT in every classroom. This focus upon future-focused learning is supported by the effective use of multimodal resources (such as Mathletics, Reading Eggs and Studyladder) offering a broad range of interactive and technologically-based learning tools which meet the students' changing interests and needs.

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

Leaders of Learning

Purpose

Developing quality leadership and innovative teaching practice – To embed and implement explicit, engaging professional leadership and learning frameworks which drive whole school improvement, developing quality teaching and leadership practice to prepare individuals who are able to successfully adapt to an ever changing society.

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians. Schooling should also support the development of skills in areas such as social interaction, cross disciplinary thinking and the use of digital media which are essential in all 21st century occupations.(Melbourne Declaration, Preamble).

Overall summary of progress

As Leaders of Learning in 2017 the staff at Erina Heights PS undertook comprehensive Professional Learning to expand the expertise of our staff and in turn support the growth and development of our students.

Literacy acquisition and explicit teaching of English aspects remained a significant focus for our teams. Our Stage 1 teachers completed their OPL of training for Language, Learning and Literacy (L3). Implementing L3 across the Stage 1 classrooms, had (and continues to have) a strong impact on the progress of our students. Our whole teaching staff participated in the Focus on Reading training, Phrase 1, to conclude our previous training. Staff members trained in the delivery of Focus on Reading worked collaboratively to develop a streamlined approach to professional learning, organising and sourcing resources and hold professional discussions about the program. Mentoring of Stage 1 teachers in L3 was held throughout Semester 1, where colleagues were able to work together to extend their expertise through observation, evaluation and reflection.

The development of a personalised program to extend Year 2 students in literacy and numeracy was implemented. The program allowed students to become involved in teaching and learning to promote the greater development of their skills and understandings in reading and Maths, specifically comprehension, inference and vocabulary, and problem solving. Students worked in small ability groups to achieve the targets of the program, engaging with a variety of resources that would aim to expose them to widespread approaches to reading and Mathematics.

At Erina Heights PS, we targeted the development, maintenance and achievement of their Personal Development Plans (PDPs) for all staff. All teachers participated in a structured system that saw them work with their supervisors to determine, develop and action their personal goals. Teachers met with supervisors at designated times throughout the year to participate in reflection and evaluation of their practice, progress towards personal goal achievement and general professional discussions to build understanding of, value in and commitment to raising the individual strengths of our staff in working towards our school directions.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 100% staff indicate through Performance and Development Framework and Professional Learning processes that they are having their professional learning goals met. | PDP meetings – Casual relief \$5,400 Teacher Professional Learning – RAM allocation \$18,351 | All staff completed PDPs and regularly participated in Professional Learning that worked towards our school's Strategic Directions. Teachers worked in collaborative scenarios to determine, reflect on and evaluate their progress towards their professional goals. Staff participated in outside Professional Learning according to their appointed professional goals, including STEM, Music, Sport, Critical and Creative Thinking Skills and Positive Behaviour for Learning. Staff employed the expertise of our colleagues to extend our knowledge, skills and understandings |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| 100% staff indicate through Performance and Development Framework and Professional Learning processes that they are having their professional learning goals met. | | through Professional Learning and through the participation in Stage Planning Days and the Consistent Teacher Judgement of student work samples. These opportunities encouraged and promoted best practice amongst our teachers, allowed collaborative systems to be developed when planning and programming for students at individual and whole-class levels, and aimed to maintain a consistent approach when observing student progress. |
| SMART data indicating no students achieving below the NMS in Years 3 and 5 by 2018. | Data analysis conducted as part of Stage Planning Days. | <p>Data collected from the 2017 NAPLAN in relation to achievement below the NMS is as follows:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Reading = 4% • Writing = 0% • Spelling = 2% • Grammar & Punctuation = 6% • Numeracy = 0% <p>Year 5:</p> <ul style="list-style-type: none"> • Reading = 0% • Writing = 2% • Spelling = 0% • Grammar & Punctuation = 0% • Numeracy = 0% |
| Quality teacher learning and performance is explicitly linked to Australian Professional Standards for Teachers, focused on the needs of students and the priorities of the school – with an emphasis upon literacy acquisition and new curricular. | <p>Stage Planning Days – collaborative planning and programming: casual relief (\$12,000).</p> <p>Stage Resources: K–2 – \$5,500 / Stage 2 – \$4,259 and Stage 3 – \$4,250.</p> <p>L3 training (4 staff) – \$7,000</p> | <p>Teachers drew on their knowledge, understandings and skills gained through Professional Learning to intentionally target individual students' point on the learning continuum by providing teachers with an understanding of what their students know, and a systematic approach to future directions in teaching and learning.</p> <p>For example, Stage 1 teachers trained in L3, with K–2 staff members consistently implementing teaching and learning strategies based on the ideals of explicit teaching across all aspects of English. This explicit teaching enabled teachers to targeted students' point of need in order to build on their strengths. This approach resulted in 82% of Stage 1 students achieving or working beyond benchmarks and 86% of Kindergarten students when observing oral reading.</p> |
| Increase the number of students achieving 'proficiency' by 2.5% in 2017 and 8% by 2019. | Data analysis conducted as part of Stage Planning Days. | <p>With our goal to increase 'proficiency' by 2.5% in 2017 our data to date is as follows:</p> <p>Year 3: 2016 – 2017</p> <ul style="list-style-type: none"> • Reading = 51% – 51% • Numeracy = 39% – 43% <p>Year 5: 2016 – 2017</p> <ul style="list-style-type: none"> • Reading = 36% – 38% • Numeracy = 23% – 36% <p>Year 7: 2016 – 2017</p> <ul style="list-style-type: none"> • Reading = 38% – 15% • Numeracy = 36% – 31% |

Next Steps

1. Continual support of all staff working towards their best practice through the implementation of the Performance and

Development Framework and Professional Learning.

2. Completion of Module 4, Phase 1 for FoR through Professional Learning at the beginning of 2018.
3. Maintenance and future development of explicit teaching and learning strategies, instruction, resources, feedback and differentiation through mentoring, and collaborative processes employed across the school.
4. The implementation of a greater focus on 'Future-Focused' Learning opportunities within classrooms and across our school.
5. Further focus on the 'growth' of students from Year 3–5 and Year 5–7 when observing data collected from NAPLAN.

Strategic Direction 2

Student Engagement

Purpose

Creating a high performing and dynamic school – Engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best. Students at Erina Heights Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn. Students are given the opportunity to celebrate their success.

As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others (Melbourne Declaration, Preamble).

Overall summary of progress

Student Wellbeing continues to be a key focus at Erina Heights Public School in working towards creating an environment and culture that promotes engaged, respectful and responsible learners who, in a culture of high expectations, achieve their personal best. Our School has continued to have Positive Behaviour for Learning (PBL) as our central target within student wellbeing. PBL has transformed our school, in terms of the management of our students, establishing clear values and expectations for our whole school community and promoting consistency in student wellbeing.

The school-wide implementation of the Positive Behaviour for Learning (PBL) Framework has been driven by the school PBL committee with representation from each stage. This has included development and delivery of explicit PBL lessons within the classroom setting K–6 focussing specifically on the school's expectations of Personal Best, Responsible and Respectful learners, demonstrated by everyone, everywhere, every time; regular celebration of student achievements using PBL free and frequent 'Hoots', and implementation of the online 3–6 'Class Dojo' web tool for recording student's positive behaviours. Other implementation processes this year included a K–6 classroom scope and sequence for teaching classroom expectations, classroom signage and an online student wellbeing tracking system using Sentral. As well as a new classroom and playground level rewards system (Diamond, Gold, Silver and Bronze) aligned with the school's PBL expectations. Students and the community are responding well to the new K–6 Rewards System, resulting in 100% of students succeeding in reaching either bronze, silver, gold or diamond level.

The implementation of PBL throughout 2017 has impacted positively on school culture with internal data review conducted by the PBL committee clearly indicating a reduction in the number of student entries into the SENTRAL database and also a reduction in student referrals. The implementation of PBL being embedded into the classroom has led to consistent classroom management K–6, maintaining positive learning environments with high student engagement. Clear, positive school-wide behavioural expectations created and taught by teachers within each classroom (K–6), instructional focus in response to student problem behaviour and a systematic use of consistent consequences for problem behaviour using the behaviour flowchart developed by all staff. Teachers are more consistent in teaching strategies such as teaching social skills, encouraging student to meet our PBL expectations which were designed to be implemented consistently and efficiently across all school settings by all staff. The school's Rewards Days were a huge success with 100% of students receiving either a Bronze, Silver, Gold or Diamond Award.

Another key element of Student Wellbeing was our ongoing commitment to 'Close the Gap' for our Indigenous students. Personalised Learning Plans for identified students were developed in collaboration with parents based on data from home and school. Throughout the year, cultural awareness was enhanced by the celebration of NAIDOC Week, Gulang Fest and Aboriginal perspectives being embedded in teaching and learning activities. A whole school assembly celebrated all indigenous students achieving their goals.

Supporting students learning needs continued to be a major focus. Staff were further trained in NCCD and recording adjustments in their teaching programs. The process of referring students to the Learning Support Team was refined, relevant plan pro-formas, along with the referral form, developed and staff trained in use of supporting evidence.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Implement, evaluate and modify the PBL program across the school. | <p>Classroom and playground resources, including new signage – \$5,000.</p> <p>PBL rewards day to Avoca Beach Theatre (60 students) and coach hire – \$830</p> <p>Teacher Professional Learning (casual relief) – \$2,700</p> | <p>The implementation of PBL into all classroom settings has resulted in a more consistent behaviour management K–6, with a focus on maintaining positive learning environments with high student engagement. Clear, positive school-wide behavioural expectations were developed and lessons explicitly taught within each classroom. Data from Sentral provided the team to determine targeted behaviour or setting every fortnight. Feedback from parents in Stage 2 and 3 highlighted the success of using ClassDojo to inform them of their child's positive behaviour. The implementation of Rewards Days was a huge success with 100% of students receiving either a Bronze, Silver, Gold or Diamond award.</p> |
| 100% of Aboriginal students achieve growth towards individual goals within the Personalised Learning Pathway. | <p>RAM Equity Loadings – \$7,974</p> <p>PLP meetings (casual relief) – \$1,350</p> <p>PLP Assembly – catering \$100</p> <p>Classroom Resources – \$1,800</p> | <p>The refining of the PLP system has enabled a stronger focus on improving Indigenous student performance in line with other students. Results indicated that further TPL on 8 Ways pedagogy and effective use of assessment data should be a focus in 2018. Connecting Community was achieved through the establishment of a bush garden and ongoing cultural celebrations.</p> |
| Effective and authentic assessment guiding quality teaching practices with a majority of students meeting, or exceeding, nationally identified benchmarks in literacy and numeracy. | <p>CTJ (casual relief) – \$5,850</p> <p>Executive Planning Days (casual relief) – \$4,050</p> | <p>Staff were supported to meet the educational needs and outcomes of all students through PLAN software, continuums and all syllabus documentation through regular monitoring of student progress in class, through consistent teacher judgement discussions within their Stage Meetings and referral to Learning Support Team as needed. Staff were supported in accessing SMART and NCCD data along with other effective assessment to identify students in need and develop Individual Learning Plans for those students requiring extra support.</p> |

Next Steps

1. Review the current Student Wellbeing Policy in line the Student Wellbeing Framework.
2. Review the school's 'Behaviour Management Flowchart' : in particular, the minor, major and FYIs to ensure consistency across all school settings by all staff.
3. Staff trained in building resilient learners: including strategies to support students dealing with conflict or experiencing trauma.
4. Develop a school Aboriginal Strategic Plan in order to 'Close the Gap'. This will involve effective use of assessment data, 8 Ways of Learning as well as Connecting to Country.
5. Learning Support processes refined and easily accessed by staff.

Strategic Direction 3

Leading Positive and Productive Partnerships

Purpose

Developing an engaged and informed 21st century learning community – Positive and Productive Partnerships supporting a holistic learning experience maximizing student engagement and achievement. Develop and implement effective communication and school planning frameworks in partnership with an informed and committed school community.

Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities participate in civic life and develop a sense of citizenship (Melbourne Declaration, A commitment to Action).

Overall summary of progress

We continued to develop positive and productive partnerships by evaluating past activities and programs and modifying ways that would likely continue to engage the learning community in the future. Evaluation in the form of parent, student and staff feedback has led to the continuation of our SEE groups, Gifted and Talented and extra-curricular activities as well as continuing our involvement in PSSA, Tuggerah Lakes and Sydney North representative teams.

The continuation of Student Elected Engagement groups (SEE groups) proved to be successful once again. The continued positive feedback from all stakeholders involved that it has been deemed necessary to continue this initiative into the future. Staff have identified sessions they feel will engage and also effectively extend student learning in some cases. The sessions will run for one session a week for a period of five weeks with students then nominating possible session activities for the next round of SEE groups.

The various Gifted and Talented student groups (GATs groups) that the school offers including band, choir, debating and dance groups, which aim to engage and offer extensive learning opportunities for students. We continue to provide students K–6 the chance to participate in NSW Spelling Bee, Premiers Reading Challenge, public speaking competitions, multicultural public speaking competitions, ICAS tests, excursions and incursions. These groups and activities encourage and promote students to further develop their skills and knowledge in a specific area that engages them.

Students in Stage 3 have selected possible PSSA sporting teams that they feel they would like the opportunity to trial for and possibly represent the school in. Along with student parliament, PSSA sporting teams offers great team building and leadership skills which actively engage the senior students in the school.

Engaging and informing future-focused learners is continued through the BYOD program for Stage 3 students in 2017. The program, has continued to be challenging in some aspects, has increased student engagement and competency in using multimodal devices as well as enhancing teaching programs and inquiry-based learning opportunities. The challenge of increasing WIFI connectivity throughout the school is something we are looking to rectify.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| The authentic use of technology utilised across the curriculum to enhance future-focussed learning strategies – incorporating communication, collaboration, creative thinking & critical thinking. | Employment of IT co-ordinator (Clerk 3) – \$15,000 Subscriptions to online resources to support literacy and numeracy programs (Mathletics and Reading Eggs) – \$7,907.86 | New hardware and software purchased to support improved technology skills, knowledge, applications which were utilised across all Key Learning Areas (KLAs) to further enhance teaching and learning programs and student engagement: <ul style="list-style-type: none">• ET4L included 5 new student laptops and additional two (2) monitors• The school, in partnership with the P&C, purchased one (1) lockable laptop charging cabinet |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| <p>The authentic use of technology utilised across the curriculum to enhance future-focused learning strategies – incorporating communication, collaboration, creative thinking & critical thinking.</p> | <p>Hardware – two (2) Ben Q touch-screen interactive panels \$9,000 / Hitachi interactive panel \$5,828.90</p> <p>Replacement digital projector (EPSOM) – \$1,200</p> <p>Six (6) iPads – \$2,700 and sync cabinet \$700</p> <p>SENTRAL – software and new server \$8,500</p> <p>Casual relief – \$4,500</p> | <p>for the library.</p> <ul style="list-style-type: none"> • Athletics / Reading Eggs annual subscription. <p>We are looking to purchase more iPads to upgrade older ones and increase the number of devices in classrooms.</p> <p>RAM funding allowed for Technology advisor to be employed 1 day/week throughout 2017.</p> <p>Further funding has been allocated to release a teaching member of staff to update iPad apps and technology systems on a weekly basis.</p> <p>Discussion regarding Science, Technology, Engineering and Mathematics (STEM) inclusion in 2017. Unit planning and Teacher Professional Learning (TPL).</p> |
| <p>Students are actively engaged in school life as evidenced by the Tell Them From Me surveys and their involvement in extra-curricular activities.</p> | <p>SEE groups (resources) – \$600</p> <p>Casual relief (gals days and PSSA knockout) – \$2,250</p> <p>QTSS days to release staff to prepare for school carnivals and attend zone carnivals (6 days) – \$2,700</p> | <p>Student Elected Engagement (SEE) groups continued with an emphasis upon providing extra-curricular opportunities for all students to explore their interests and enrich the learning cycle.</p> <p>The school has entered, trialled, managed and coached several PSSA sporting teams, as well as zone swimming, cross country and athletics teams. Staff have also managed students to attend Tuggerah Lakes and Sydney North trials.</p> <p>Students were given access to a Gymnastics and social skills program through Sports in School in Term 3.</p> <p>BYOD program successfully trialled and it was established that the school needs to increase the WIFI connectivity to allow for greater student access to the school's internet network.</p> |
| <p>Positive and productive relationships established with the school community as reported through the Tell Them From Me survey data.</p> | <p>Parent Information Sessions and BBQ – \$1,250</p> <p>Parent helpers / volunteers afternoon tea – \$150</p> <p>Parent / Teacher interviews (casual relief) – \$1,250</p> | <p>There were several opportunities for the school community to engage staff and students at organised events throughout the year: Parent Information Sessions at the start of the year were used to introduce parents to the school and their child's classroom teacher. Feedback was to consider parents that work early and offer afternoon/evening sessions in the future.</p> <p>Parent Teacher Meetings at the end of Term 2 were used to inform parents of student progress. Feedback was to possibly have them earlier in first semester to allow parents an insight into student progress before reports are sent home.</p> <p>The class parent program began in Term 1 and continued to some effect throughout the year. It transformed into a different program for each of our stages. Through staff and parent feedback we established that:</p> <ul style="list-style-type: none"> • K-2 communicated through parent helpers and home reading parents. • Stage 2 communicated through ClassDojo. • Stage 3 communicated through the fundraising committee. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| <p>Positive and productive relationships established with the school community as reported through the Tell Them From Me survey data.</p> | | <p>Feedback also suggested that with the implementation of the school app and use of ClassDojo (stage 2) parents had more access to information and could communicate with staff more effectively. A future focus will be to increase the use of ClassDojo throughout the school.</p> <p>Stage 3 managed a Christmas mini fete after school in December to encourage the community to attend and be involved in the celebration of Christmas and the engaging activities the stage 3 students had organised. Feedback from students, staff and community suggest the event was very well received and a successful fundraising initiative.</p> |

Next Steps

1. Introduce a 'Welcome Back' afternoon tea/BBQ at the beginning of the year, including stage and class information sessions and 2018 Parent Information Session moved to an afternoon session to accommodate parent requests.
2. 2018 Parent Teacher meetings moved to early in Semester 1 to allow more time for parents to gain insight into student achievement.
3. BYOD continued into 2017 stage 3 classes.
4. Increase WIFI Access Ports (WAPs) along Stage 3 buildings (2017).
5. Continue to provide a holistic and engaging learning environment through the incorporation of future-focused learning into daily practice and providing additional learning opportunities for students to explore and enhance their individual interests and talents – e.g. PSSA knockouts, SEE groups.
6. Encourage recognition of the multicultural communities within Erina Heights Public School (e.g. Harmony Day and Multicultural Public Speaking Competition).
7. Add eT4L laptops/devices to the school's bank of technology devices to allow for greater access to technology.
8. Look at SEE groups as not only engagement but also integrate more of a focus on extending student learning.
9. Increase use of class dojo, throughout all stages in 2018.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | <ul style="list-style-type: none"> • Casual days to prepare and hold PLP meetings – 3 days. • A special afternoon tea and cultural assembly were held at the end of the year. • Teacher release to support Aboriginal students during rehearsals for Gulang Fest – 2 casual days. • \$7974 – RAM equity loadings | <p>PLP meetings were timetabled mid-way through Term 1 resulting in the implementation of learning pathways for all Aboriginal students based upon their individual needs and goals. Cultural celebrations such as NAIDOC and Reconciliation Week were a highlight of this year's activities providing all students with the opportunity to engage with Aboriginal culture and traditions. Students participated in Gulang Fest with a number of Aboriginal students successfully submitting art works during this cultural event. Aboriginal traditions and recognition incorporated in weekly assemblies with Aboriginal students delivering the 'Acknowledgement of Country' at every gathering. Ongoing school representation at, and participation in, Kuriwa Local AECG initiatives, including parent representation during cultural activities. Successfully applied for a grant through the 'Building Stronger Communities' funding to establish a bush tucker garden.</p> |
| English language proficiency | \$1,541 – RAM equity loadings (English Language Proficiency) | <p>Significant cultural events are celebrated in partnership with Aboriginal and EAD/L students and their families including Harmony Day. Staff realise the importance of making links with EAD/L students and their families to develop their cultural connectedness and how this partnership will improve student learning outcomes as evidenced by the review of staff documentation (teaching / learning programs). All EAD/L and Aboriginal students and their families provided with opportunities to engage with cultural programs with satisfaction levels being monitored through the annual Tell Them From Me (TTFM) surveys.</p> |
| Low level adjustment for disability | <ul style="list-style-type: none"> • \$63,992 – Reading Recovery Allocation of 0.63 FTE • \$60,944 – Learning and Support Teacher (LaST)) 0.6 FTE staffing allocation • \$7,000 – SES funding. • \$22,425 – additional LaST / SLSO | <p>Additional Learning and Support Teacher (LaST) employed to support students with additional learning needs providing differentiated learning programs including one (1) Reading Recovery teacher. Successfully applied for Short-term Emergency funding support for 2 students.</p> |
| Quality Teaching, Successful Students (QTSS) | \$26,003 – staffing allocation of 0.256 FTE | <p>School executive were released to provide additional support, through mentoring, classroom observation and stage planning days and monitored through the PDP process. 100% of staff successfully completing their PDPs through facilitated discussions led by Stage Supervisors. Class teachers were provided with additional release to organise, implement and review key school initiatives (e.g. band, school carnivals, Harmony Day, BYOD, student wellbeing: PBL).</p> |
| Socio-economic background | \$8,421 – RAM Equity Funding (Socio-economic | <p>School leadership team led Stage Planning Days and mentoring sessions with stage</p> |

| | | |
|--|---|--|
| <p>Socio-economic background</p> | <p>background)</p> | <p>teams for Professional Development Framework, Consistency in Teacher Judgement and curriculum planning purposes. An emphasis upon literacy and numeracy, PLAN and SMART data analysis and differentiated learning were embedded in these professional learning opportunities. Student assistance was provided for families requiring financial support to meet excursion payments.</p> |
| <p>Support for beginning teachers</p> | <p>\$4,063 – Support for Beginning Teachers. Additional funds were used from the Professional Learning Initiatives (Approx. \$5,000).</p> | <p>One (1) teacher received support through the Beginning Teacher Program. This teacher was supported by an executive staff member as well as an experienced mentor of their choice. The teacher received additional release time each week to analyse data and prepare lessons. She was also provided with access to additional professional learning by the funding as outlined in her PDP. The teachers' mentor / supervisor also received some additional release, as required, to work with the beginning teacher. Support was also provided for this teacher to collate and annotate appropriate evidence to contribute to her accreditation. She actively participated in stage planning and reporting days. Feedback from the beginning teacher identified the process as being highly valuable.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 164 | 157 | 162 | 165 |
| Girls | 181 | 181 | 177 | 176 |

Student enrolments have remained steady over the past four (4) years ranging from 345 students in 2014 to an enrolment of 341 students in 2017. Enrolment figures indicate there was a slight decline in enrolments in consecutive years (2015–2016). This coincided with a decline in Kindergarten enrolments in 2016 and 2017 leading to a reduction in class numbers to commence the 2017 school year. As a result, the school went from 14 mainstream classes to 13 mainstream classes and the loss of a school demountable building. The comparison between the number of girls and boys enrolled at our school has remained quite consistent over the past four (4) years with larger numbers of girls being enrolled since 2014.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.9 | 95.7 | 96.1 | 94.3 |
| 1 | 96 | 94.4 | 95 | 93.1 |
| 2 | 95.6 | 95.4 | 94.3 | 94.9 |
| 3 | 95.3 | 95.5 | 94.1 | 93.6 |
| 4 | 95.4 | 94.4 | 93.6 | 93.8 |
| 5 | 95.2 | 94.7 | 91.4 | 95.3 |
| 6 | 94.9 | 93.7 | 94.7 | 92.6 |
| All Years | 95.5 | 94.9 | 94.2 | 94 |
| 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

Erina Heights Public School attendance rates continue to be comparable to State means, however our overall attendance rate is marginally lower in comparison to our 2016 data. Attendance is monitored regularly by individual classroom teachers each morning utilising SENTRAL and tracked by the school's Attendance Officer and Learning Support Team every five weeks to highlight any students whose absenteeism is cause for concern. Teachers have initial responsibility for monitoring student attendance and contacting parents/carers if a student's absence has been unexplained for two days or more. A significant factor in our attendance rates is family holidays being taken during school time, despite regular reminders being included in the school newsletter. The Home School Liaison Officer is engaged to support students and their families with attendance rates fall below 85% – this is tracked and monitored through Learning and Support Team processes. Classroom teachers report on 'whole day' and 'partial' attendance through the school's reporting processes to the parent community each semester.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 11.3 |
| Teacher of Reading Recovery | 0.63 |
| Learning & Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 2.92 |
| Other Positions | 0 |

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Erina Heights Public School we have one (1) staff member who identifies as being of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

In line with the school's strategic planning (2015–2017), teacher professional learning continued to be of critical importance to school improvement in 2017. A planned program of professional learning was driven by the school leadership team, which enhanced the teachers' skills and knowledge of curriculum implementation, student wellbeing and quality teaching and learning methodologies, providing a range of differentiated learning experiences that met the performance and development goals of all staff. A particular emphasis was placed upon quality teaching practices, with an emphasis upon literacy and numeracy through *L3* and *Focus on Reading (FoR)* training and *Mathematics, Building Blocks for Numeracy* sessions. The ongoing implementation, monitoring and review of the school's strategic directions and milestones by school-based teams was central to the school's professional learning strategy.

Mandatory Work Health and Safety (WHS) compliance training included Child Protection, E–emergency Care, Anaphylaxis, Asthma, CPR and an Induction to Workplace Health and Safety ensured that staff, students and parents were engaged in a school where everyone's personal and collective wellbeing was at the forefront of school planning and practice. A particular emphasis was placed upon Diabetes and Epilepsy training, and associated health care procedures, with several students being diagnosed with Type 1 diabetes and epilepsy during the year.

All staff participated in five (5) School Development Days undertaking intensive training, which aligned to their PDP and the school's three (3) Strategic Directions. These professional learning opportunities included workshops on PBL, Mathematics, SENTRAL software and School Planning. Staff also participated in meetings with an emphasis upon Focus on Reading, quality assessment and reporting, and student wellbeing. This also involved a combined SDD within the Terrigal Learning Alliance (TLA) providing aspiring leaders within our school the opportunity for collaborative planning and distributive leadership. Our keynote speakers, Dr. John Irvine (Paediatric Psychologist, Happy Families, Psychological Services) and James Cummins (Exercise Physiologist) provided staff with an insight into the nature of childhood anxiety, and why it's on the rise in today's society. Staff were given some practical ways on addressing this growing

problem in the classroom and how strategies such as 'mindfulness' can be used to support and nurture the students' social and emotional wellbeing and intelligence.

Throughout 2017, the school has been involved in an extensive self–evaluation process as part of the new school planning cycle; allowing the school community the opportunity to celebrate the school's successes and reflect upon improvement areas, with the view of identifying best practice to drive the school's future directions and new school vision. Key to the success of this process, has been the critical evaluation of existing practices and processes to provide a strong evidence–based platform for the next phase of planning. This included a number of staff meetings throughout Term 4 (2017), where staff engaged in a rigorous review of those elements which best support quality teaching and learning. The examination of key documents including, The Melbourne Declaration and the School Excellence Framework were pivotal in developing a shared vision and inspirational directions for our school.

The total spend for professional learning at the end of December 2017 was \$18,351. These funds are allocated to the school as a tied grant and equate to an average expenditure of over \$834 per teacher, including School Administrative and Support Staff.

One permanent member of staff completed their Accreditation for Proficient Teacher and one completed her Maintenance of Accreditation at the Proficiency level. In 2017, one (1) staff member received Beginning Teacher funding which was supplemented by other professional learning funds. The Beginning Teacher allowance was used to support this Stage 1 teacher through a number of processes, including the opportunity to attend professional learning courses aligned to her Performance Development Plan, and professional goals, as well as additional release time throughout the year to work on specific tasks related to classroom practise and teacher professional learning

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 | 113,657 |
| Revenue | 2,641,372 |
| Appropriation | 2,473,211 |
| Sale of Goods and Services | 6,604 |
| Grants and Contributions | 159,545 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,013 |
| Expenses | -2,585,089 |
| Recurrent Expenses | -2,585,089 |
| Employee Related | -2,298,323 |
| Operating Expenses | -286,765 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 56,283 |
| Balance Carried Forward | 169,941 |

The Erina Heights PS Finance Committee is made up of the Principal, School Administrative Manager (SAM) and the school executive staff. The finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration in line with the school's plan and three (3) strategic directions. The school executive staff are responsible for managing key budget areas aligned to their strategic direction with the Principal providing ongoing support and guidance to ensure that priorities in the school plan drive financial decisions. The school's financial management processes and governance structures meet financial policy requirements. The Principal reviews and approves all expenditure in collaboration with team leaders and committee co-ordinators. Monthly reviews of PCard transactions are undertaken by the Principal to ensure transactions have been fully acquitted by cardholders.

Professional learning was undertaken by the Principal, SaS staff and school executive staff to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the

HR budget tool and the Electronic Financial Planning Tool. Significant school funding has been allocated towards the upgrade of the front office, including improved storage facilities for school records and documents and the purchase of a new photocopier. The provision of infrastructure to support the ongoing technological needs of the school remains a priority for the school's Finance Committee.

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 | 2,199,608 |
| Base Per Capita | 51,808 |
| Base Location | 0 |
| Other Base | 2,147,800 |
| Equity Total | 101,306 |
| Equity Aboriginal | 7,974 |
| Equity Socio economic | 8,421 |
| Equity Language | 1,541 |
| Equity Disability | 83,369 |
| Targeted Total | 0 |
| Other Total | 92,319 |
| Grand Total | 2,393,232 |

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.

In 2017, 51 students from Year 3, 56 students from Year 5 and 48 students from Year 7 sat the NAPLAN assessment. One (1) Year 3 student was withdrawn by his parents, whilst one (1) student was absent for all aspects of the paper-based tests, and another student

absent for the Writing assessment. In Year 5, two (2) students were absent during the assessment period and did not complete any aspects of this year's test. Our students also participated in the NAPLAN Online readiness tests in Term 3. Following is a summary of the results, conducted by Erina Heights Public School staff during Term 4.

Especially pleasing were our Year 5 results with an increase of 19% of students performing 'at' or 'above' the *National Minimum Standard (NMS)* in comparison to the previous year. It was also very pleasing that there were no Year 3 students performing below the NMS in writing and numeracy, with no Year 5 students falling below the NMS in comparison to State results for the following aspects – *reading, spelling, grammar and punctuation, and numeracy*.

Our school summary also indicates that the number of students performing in the 'Proficiency' range (top two bands) were equivalent to, and/or exceeded the State in the following aspects:

- Year 3 – reading, spelling and grammar and punctuation, and numeracy.
- Year 5 – writing, spelling, grammar and punctuation, and numeracy.

The targeted professional learning in Literacy, Language and Learning (L3) has enhanced the staff's ability to teach the mechanics of reading and writing in the early years, with all Stage 1 teachers completing their final year of training to target the early acquisition of literacy skills. This process was supported through QTSS funding providing the opportunity for an Instructional Leader to continue to mentor and coach staff in L3. The Instructional Leader also worked with small groups of Year 2 students who were achieving 'sound' results in school-based literacy assessments and programs with the view to extend them to the 'proficient' range. Data from our school's 2018 results will help determine how successful this initiative was.

Our school's NAPLAN report indicates that our students achieved very pleasing results in the following aspects of literacy

- The average scaled score for all Year 3 students exceeded the State (All) in Spelling, Writing, Grammar & Punctuation. In Grammar & Punctuation, the school's average scaled was 20.3 points higher than the State (All students). In Reading, the average scaled score has increased from 419.0 to 432.8 since 2014.
- Our Year 5 results also indicate a marked increase in the average scaled score for Reading climbing from 497.7 in 2016 to 516.7 in 2017 (this result places the school's average scaled score for Reading above the State (All students by 8.2 points).
- For matched year 5 students, growth data indicates that the average scaled growth score for our students exceeded State results in the aspects of Reading and Spelling.
- Our data for matched Year 7 students indicate that the percentage of students 'at' or 'below' the NMS in Reading, Spelling, Grammar & Punctuation and Writing is below the State percentages including no matched students

scoring below the NMS for Spelling.

- School performance data also indicates that for matched Year 7 students, the average scaled score for Spelling increased 7.1 points since 2016.
- Year 7 growth data also shows that the average scaled growth score for matched students has exceeded State growth in the areas of Reading, Writing and Spelling. Most pleasing was the percentages of students who 'achieved' or 'exceeded' expected growth in Reading (64.6%). For Reading, this is a huge increase from the 36.1% that achieved expected growth in 2016 and the 54.5% of students in 2015.

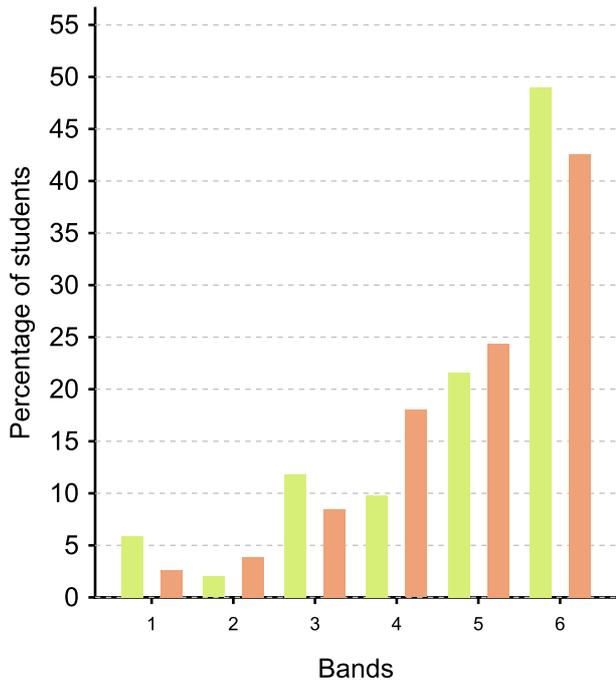
Ongoing strategic planning to support the explicit teaching of comprehension skills to improve student growth through the Focus on Reading (FoR) initiative will continue to be a major focus for our school in the new School Plan (2018–2020). Another area of development is the ongoing use of quality assessment tools, such as the CARs assessments, and the use of rubrics in writing, to moderate student work samples to ensure consistent teacher judgement across each stage of learning.

A review of our scope and sequences will be conducted along with a coordinated approach to implementing effective strategies to explicitly teach syllabus content and skills, assisting students to develop a deeper understanding of key concepts leading to improved student outcomes in the following target areas – Years 2–3: Spelling, Years 4–5: Grammar and Punctuation and Year 6: Writing.

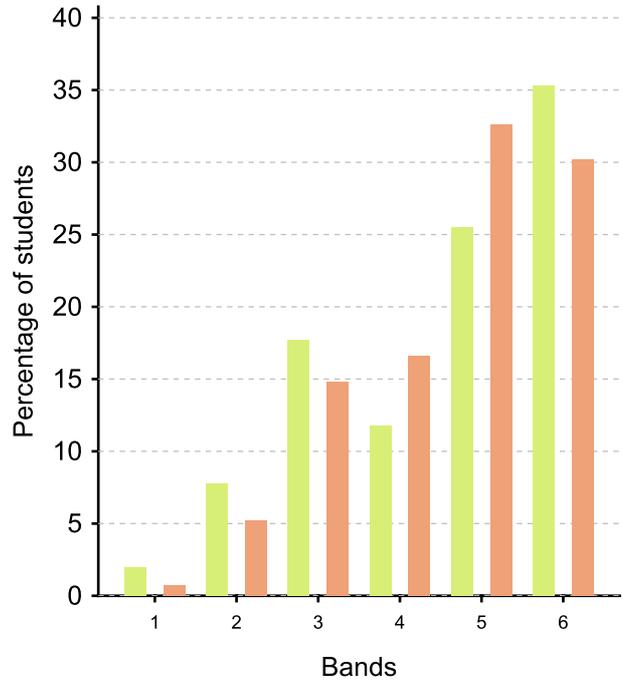
Pleasing results in all aspects of literacy can be attributed directly to the following strategies being implemented over the past three years:

- The explicit teaching of literacy based on the student's 'point of need' through targeted professional learning for K–2 staff in the L3 pedagogy,
- Differentiated learning programs implemented and reviewed through strategic learning and support processes and the Reading Recovery program,
- Providing targeted resources in order to achieve maximum benefits and engagement for the students including online multimodal apps.

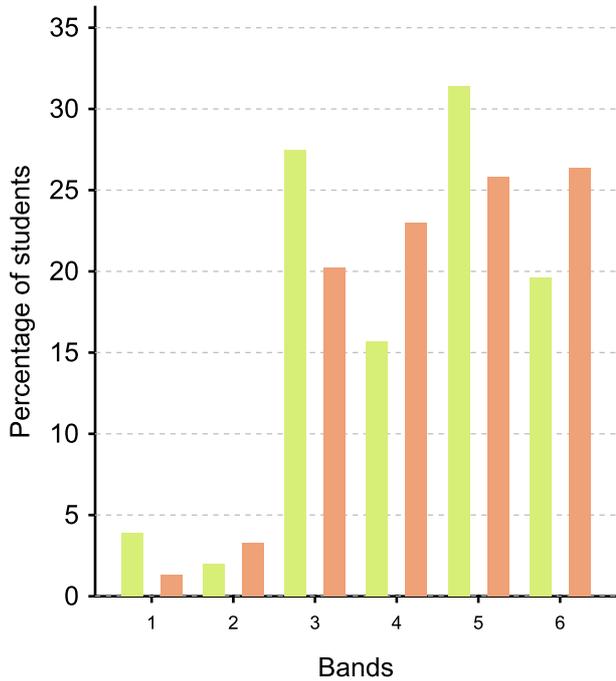
Percentage in bands:
Year 3 Grammar & Punctuation



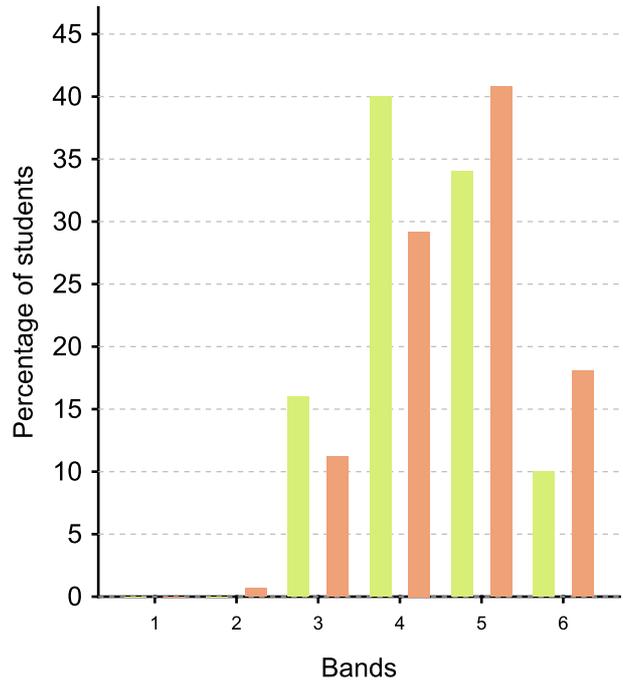
Percentage in bands:
Year 3 Spelling



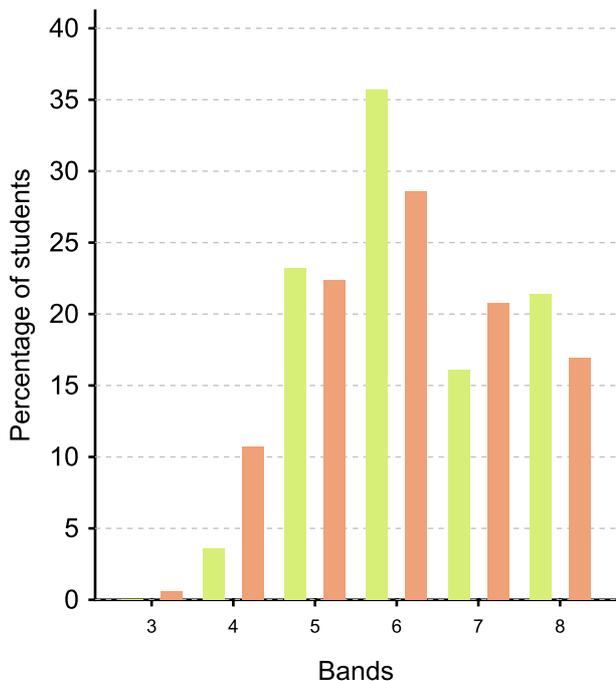
Percentage in bands:
Year 3 Reading



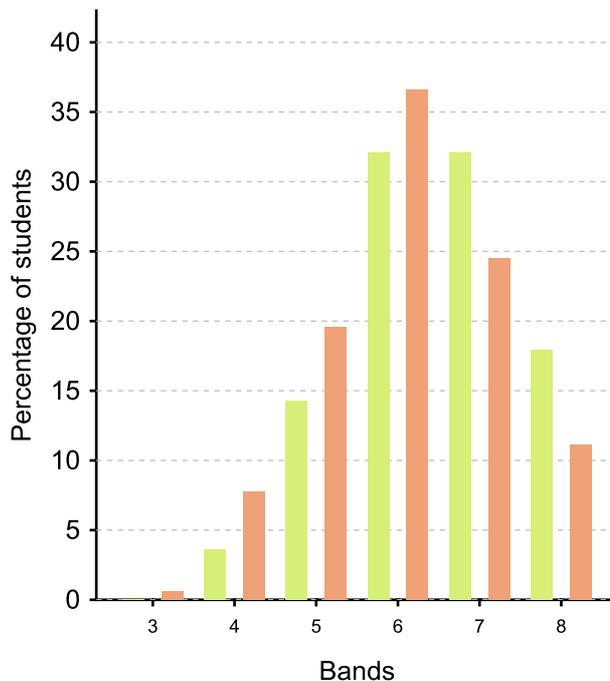
Percentage in bands:
Year 3 Writing



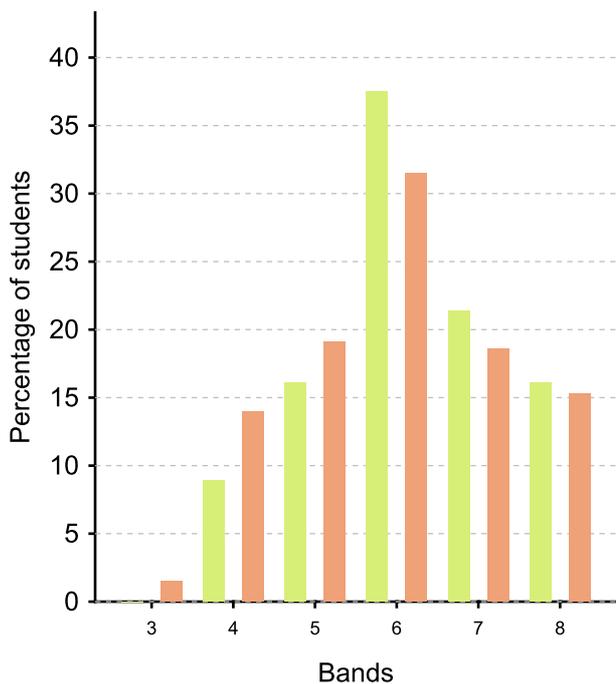
Percentage in bands:
Year 5 Grammar & Punctuation



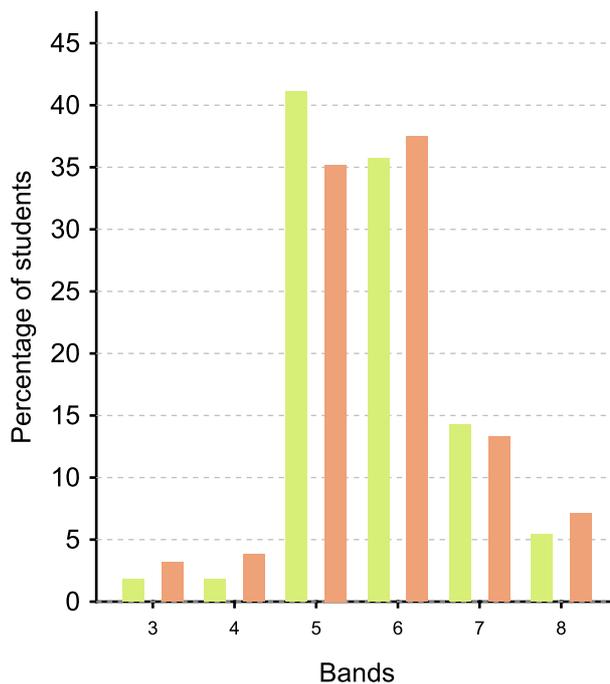
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



The school's performance in numeracy was generally quite pleasing with no students performing below the NMS in Years 3, 5 and 7. 43% of Year 3 students and 36% of Year 5 students performed within the 'proficiency' range in this aspect of NAPLAN. In comparison, whilst only 31% of matched Year 7 students scored in the top two bands for numeracy, the average scaled score for this group of students

exceeded the NSW DoE (All students) average score by 4.9 points.

Growth data also indicated that 98% of matched Year 5 students showed positive growth since undertaking the NAPLAN assessments in Year 3, however only 54.5% demonstrated 'greater than' or 'equal to' expected growth. This is an increase from 2016 with 21.8% of Year 5 students achieving above the 75th percentile in 2017 as compared to 19.4% in the previous year. Particularly pleasing was our Year 7 growth data with 75.0% of students achieving 'equal to' or 'greater than' expected growth for numeracy. The school's average scaled growth score also exceeded the State (All students) by 2.8 points.

A school focus on lesson differentiation, improved resourcing, and the review of all scope and sequences will be critical in supporting students achieving 'proficiency' and expected levels of growth in 2018. Targeted learning and support programs to move the large percentage of Year 5 students out of the middle bands into the top two bands will be a major priority for the school's learning and support team.

Pleasing results in data, measurement, space and geometry indicate an improvement in school performance for students in Years 3 and 5 assessed in this aspect of numeracy. Our results include the following increases since 2015: Year 3 – 6.1 points, Year 5 – 15.0 points and Year 7 – 3.0 points. No students in Years 3 or 5 performed below the NMS in this aspect with pleasing increases in student performance in the top bands for all three grades.

Improved results in this aspect is a result of embedding problem solving, with an emphasis upon Newman's Error Analysis, in all measurement strands and revising teaching and learning activities to meet students' 'point of need.' The use of data as assessment 'for' learning will need to be enhanced to ensure there is a consistency of teacher judgement when administering and analysing student pre-tests and post-tests.

On closer inspection of the students' overall performance in numeracy, the school was over-represented in Band 4 for Year 3 (37.3%) and Band 5 for Year 5 (37.5%) students when compared to the State results. Our Year 7 results indicate that whilst our students were over-represented in Bands 6 and 7 (25% and 37.5% respectively), there was a marked improvement in the number of matched students achieving a Band 9 in comparison to 2015 – an increase of 4.2%.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the 'Find a school' and select 'GO' to access the school data.

In 2017, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Erina

Heights Public School, in Year 3, 51% of students were in the top two bands for reading and 43% in numeracy. In Year 5, 38% of students were in the top two bands for reading and 36% in numeracy. In Year 7, 15% of students performed in the top two bands for reading and 31% in numeracy. This data indicates that we have seen an increase in the number of students achieving 'proficiency' in the following grades – Year 3 numeracy (4%), Year 5 reading (2%) and numeracy (13%).

State Priorities include: *Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Erina Heights Public School has an active network of support for all Aboriginal students across the Terrigal Learning Alliance and the broader Kuriwa local AECG to promote cultural connections and provide learning pathways for Aboriginal students to succeed. Due to the statistically small cohort size of Aboriginal students who sat for the NAPLAN tests in 2017, the school is unable to report upon student achievement in this area.

School planning to effectively support students improve their performance, especially in the higher bands, will be a continued focus for 2018. This will include all teaching staff undertaking professional learning and a rigorous review of the school's scope and sequences, including those school systems that may impact upon the systematic and quality teaching of literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2017, the school sought the opinions of parents, students and teachers about the school through the distribution of surveys, student focus groups, parent forums and staff meetings. The school has been involved in a rigorous self-evaluation process allowing the school community the opportunity to reflect upon the school's strengths and weaknesses with the view of identifying best practice to underpin future directions.

Of the 65 families who completed the online survey, 72% identified as having children in K–2 and 28% had children in 3–6. 3% of the parents identified as being Aboriginal or Torres Strait Islander, and 3% also indicated that they originated from a language background other than English

As a school we also wanted to get feedback from the parent community about which channels of communication were the most effective and evaluate parental involvement in school programs such as P&C, in-class programs and canteen. The following results were evident:

- 98% of the parents regularly use the newsletter as the main source of school information, 82% indicated that they have accessed the school website and 89% have utilised the school app over the past two years.
- Whilst over 60% of respondents 'Agree' that the

school provides effective channels of communication with students and parents more than 30% of parents felt that this was an area for further improvement.

We also surveyed the parents to ascertain how well our School Plan (2015–2017), including the school's vision statement, was communicated to the parent community – 42% of parents indicated they were aware of the school's vision statement and 43% were aware that the school's educational programs and resources were aligned to a school plan.

Other key findings that will help direct the new School Plan (2018–2020) and our future strategic directions include:

- 55.39% of parents 'Strongly Agree' and 'Agree' that the school provides enrichment opportunities which best support their child's individual interests and talents.
- Similar statistics indicated that just 56.92% of parents 'Strongly Agree' and 'Agree' that the school provides appropriate learning and support programs to meet their child's individual learning needs.
- Parent responses also indicated that just 21.54% of families 'Strongly Agree' that school reports and parent teacher interviews provide valuable feedback about their child's progress, however more than 86% of respondents said they felt welcomed and are encouraged to be involved in school programs.
- Over 61% of parents suggested that school discipline and behaviour management systems were fair, however only 15.38% of respondents 'Strongly Agree' that their child is taught to be resilient and 'bounce back' from negative setbacks. This finding is also supported by the number of parents who believe that the school's Wellbeing Policy effectively supports the social and emotional growth and development of their child – more than 48% of families indicated that this should be further enhanced by the school.

Some of the key findings from students included:

- Over 90% of students at our school believed they have positive relationships, in which they felt they had friends they can trust and who encourage them to make positive choices. However, more than 33% of students surveyed indicated that they had experienced playground and/or classroom situations that had a negative impact upon their learning.
- Similar statistics reveal that over 90% feel that they display positive behaviour at school and that school reward systems are fair and meaningful.
- 58% of students in our school had a high rate of participation in extracurricular activities. The NSW Govt norm for these years is 55%.
- 78% of the girls and 81% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

The School Leadership Team used the *School Excellence Framework, Self-Evaluation Survey* to gather the teachers' feedback regarding their satisfaction and opinions pertaining to *Teaching, Learning and Leading*. Some key findings from teachers

included:

- School programs address the needs of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language, however further opportunities to extend those students who have achieved in the 'proficient' range in NAPLAN will be a future focus for our school.
- EHPS consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Improved communication with the parent community through PBL workshops will enhance the school's core values and behaviour expectations.
- Teacher responses indicate that further analysis is required when reviewing external and internal data when monitoring, tracking and reporting upon the individual learning needs of students.
- Survey responses indicate that whilst opportunities exist within the school for teachers to collaborate and review curriculum requirements and teaching and learning programs, a more formal mentoring and coaching program aligned to the Teaching Standards, including the maintenance of accreditation records, is required to support all staff at various levels of their career.
- 100% of staff indicated that their professional learning needs are being met through the PDP process, however a continued focus upon improved teaching methods in literacy and numeracy is required.
- Survey results have indicated that school leaders require further support and training in the effective and strategic management of team budgets and resources. It has been identified that the school's physical resources and facilities require attention in order to ensure we are providing a safe and engaging school environment for all school and community users.

Policy requirements

Aboriginal education

Erina Heights Public School maintains a strong focus on the presence of Australia's Aboriginal culture within our school with continued representation at the Kuriwa Local AECG meetings and participation in cross-school initiatives. We aim to promote growth for our Aboriginal students, focusing on the whole child, and to develop and encourage an understanding, awareness and appreciation of the Aboriginal culture in all students. Aboriginal perspectives were embedded in our K–6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues.

In 2017, we continued our emphasis on creating Personalised Learning Plans (PLP) for all Aboriginal and Torres Strait Islander students, with plans being completed in consultation with the students and their families, identifying learning goals in the areas of *Literacy, Numeracy, Social, Behavioural, Attendance and Leadership*. PLP were regularly monitored, evaluated and modified by class teachers to reflect the

changing needs and ongoing progress of each student. This process concluded with a celebration of achievement in Term 4 for our Aboriginal students and recognition at a school level, inviting Aboriginal families to our school for a special assembly and afternoon tea where our Aboriginal students performed a traditional Aboriginal dance for the school community.

We targeted NAIDOC Week as a key avenue to achieve our goals of cultural education, providing connections for all students to participate in, and develop, an awareness of and appreciation for Aboriginal Australia. This year's theme, 'Our Languages Matter' was supported by units of work taught through our release from face-to-face (RFF) program, where students spent time learning about the deep spiritual significance of the Aboriginal language and how it maintains Indigenous nations' connection with their ancestors.

The students and staff also used Reconciliation Week to reflect on our shared histories, and acknowledge the achievements of the Aboriginal and Torres Strait Islander peoples. This cultural day saw our school establish local connections within our community at a school level, recognising the significance of this year's celebrations by highlighting two key milestones in the reconciliation journey – the 1967 referendum and the Mabo decision in 1992. All students had the opportunity to participate in a whole-school incursion called, 'Animals of the Dreaming', a program delivered by a Taronga Zoo Education Officer and an Indigenous Zoo staff member who entertained the staff and students with Dreamtime stories and animal presentations. Some older classes completed activities reflecting upon the 'Stolen Generation' and discussed the importance of National Sorry Day.

Our Stage 2 students also attended an excursion organised by the Rumbalara Environmental Education Centre in Term 2, learning all about local Aboriginal culture, bush medicines and the connection Indigenous Australians have with the land culminating in a bushwalk through Brisbane Water National Park and a visit to Bulgandry and Girrakool to observe ancient Aboriginal rock engravings and participate in traditional Aboriginal games. All students were given the opportunity to participate in the 'Great Book Swap' to raise money and awareness for the Indigenous Literacy Foundation, providing much needed funds and literacy programs to remote communities.

Gulang Fest was also another initiative that our school participated in, collaborating with the Terrigal Learning Alliance and the broader Tuggerah Lakes Learning Community to support Aboriginal students across many local primary schools and high schools. The Gulang Fest provided our students with the opportunity to engage with, and develop an appreciation for, Aboriginal culture through art, music and dance, with several students entering an Aboriginal art competition to showcase their knowledge and skills at Bay Village Shopping Centre.

Financial allocations were applied to these cultural initiatives by providing teachers with additional resources and release time to complete planning and

allow for consistent teacher judgement when developing Personalised Learning Plans for Aboriginal students. This was also supported by providing the school's Aboriginal contact person with time to organise, implement and review significant cultural events in our school. We were also successful in obtaining a grant of \$3,500 as part of the *Grassroots Eco Project* to establish a 'Bush Tucker' garden with Central Coast Council donating a number of native plants to help set up our cultural garden. The students and parents helped to plant out our garden during a community-led environmental day in Term 3 to recognise National Tree Day. The cultural garden will be completed in 2018 with plans to include an Aboriginal mural as part of this ongoing project.

Multicultural and anti-racism education

Our 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. The school has a trained anti-racism officer (ARCO) who deals with any incidents of racism or discrimination.

All school policies and practises are inclusive and are underpinned by the Department's Multicultural and Anti-Racism Policies. All staff are familiar with these policies and the implications they have upon teaching and learning practices. Class programs and school activities actively uphold these principles. Students study units of work about different cultures and celebrate cultural milestones and traditions as new units of work and scope and sequences were aligned to the NSW BOS syllabus documents for the Australian Curriculum. These inclusive and inquiry-based learning practices have provided all students with the opportunity to develop the knowledge, skills and values for participation as active citizens within a democratic multicultural society. Our school actively promotes acceptance and diversity as a measure to counter racism and vilification within the school community.

All students were educated to overcome racism and prejudice through the school's PBL focus – Respect, Responsibility and Personal Best. These core values highlight and promote the school's commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best.

English language Proficiency funding was used to support students using the EAL/D Proficiency Scales and to implement programs with students requiring additional support.

Several students represented Erina Heights Public School at the Multicultural Public Speaking Competition in 2017 performing admirably within this framework before presenting their speeches to our school community during Education Week celebrations.

A key focus for our school in 2017 centred around Harmony Day and activities which promoted an

increased awareness, respect and appreciation for the diversity within our community, within Australia and throughout our world. These events saw our students raise their understandings through buddy–class activities culminating in a special assembly where each class had the opportunity to share their wonderful creations, share their stories and display their artworks. It was fantastic to see so many staff and students dressed in orange, working collaboratively as respectful and responsible learners.

Allocated funds allowed our students to participate in these activities and supported their general success through the purchase of resources and equipment. These processes were also supported through the allocation of school funds to release key staff to plan, implement and review these school–based initiatives.